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ABSTRACT

This document presents a detailed description of a successful federally-funded developmental education program at Cochise College (Arizona). It includes a statement of philosophy, and sections on program structure, individual student needs, classroom instruction, skill development, special activities, evaluation, student characteristics, and budget information. The students are characterized by D+ high school averages, reading levels from fifth to ninth grade, and come from predominantly large, Spanish-speaking families with incomes under $8,000. Students are recruited, and are assisted with financial aid, part-time employment, paraprofessional tutors, and counseling. Classroom instruction includes the use of media, problem-solving groups, group discussions, oral student reports, individualized laboratory instruction, peer group tutoring, and reinforcement teaching. All lectures are videotaped for absent students. Grading procedures eliminate failure, and emphasis is put on the student staying in the program. Pre- and post-testing evaluation is used for determining student progress. Special activities include trips, cultural experiences, and parent participation days. (RT)

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DEVELOPMENTAL PROGRAM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Marjorie Holliman

A BETTER OPPORTUNITY

Cochise
College

JC 770 450

The aim of the developmental program is to remove economic and academic skill barriers to a college education for students from ethnic minorities, primarily those with Spanish-speaking backgrounds who comprise the largest minority in the [Cochise] College district.

Guidelines of Title III Grant
awarded to Cochise College by U.S. Office of Education

The curriculum of the College will include transfer, occupational and developmental courses for youth and adults of the community. Emphasis is not to be given to any of these to the exclusion of others. The administration will continuously be alert to the educational needs of different ability and interest groups in the community so that it can present for Board consideration new and appropriate community college programs which would possibly have a justifying enrollment.

Cochise College Governing Board Policy 3002

El "Developmental Program" me ha ayudado tanto que pienso asistir a universidad el ano entrante. Creo que la razon mas importante es que le aprendido a leer, como preparame para las clases y como hacer el trabajo de colegio y no salirme.

The Developmental Program has helped me so much that I plan to attend a university next year. I think the most important reason is that I've learned how to read, how to prepare for classes and how to do college work, and not quit.

Eduardo Alvarado
Cochise College Graduate

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To Dr. Johnson, Mr. Healy and Mr. Gilliland who have listened to my ideas, anger, and criticism with grace and charm. To Mr. Ortega, Mr. Bracamonte, and Mr. Garcia who have taught me to internalize rather than challenge cultural differences. To the teachers who have put up with my intrusions into their classrooms. To Mr. Thies and Mr. Rehurek who have actively helped students enroll in college. To Miss Ojeda, Miss Loyda, Mr. Velasco and the rest of the LRC staff, who have heard my cries for help and repeated demands on their time. To Miss Beltran, Mrs. Romero, Mrs. Kelley and Mrs. Hoffman who have completed tasks assigned to them in spite of confused instructions and pressure to meet deadlines. To all the students who have given their time and encouragement to others who follow in their steps.

Thanks most importantly to the students in the Developmental Program. The love and respect I have exchanged with you is a lifetime treasure.

Marjorie Holiman

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PHILOSOPHY AND SUBSTANCE

Philosophy and Substance

One morning last year I was watching two developmental students play pool. One of them straightened up, after dropping an eight ball in the side pocket, and asked, "What's your job, anyway, Mrs. Holiman?"

"To keep you in school."

"They really pay you for that?"

"Yea, they do."

The student speaks Spanish to his friend across the pool table; he comes from a family with little money and nine children. He is a survivor of a group which began the first grade together, then began one by one to drop out of school. He is a member of that comfortably vague group called educationally disadvantaged and culturally deprived.

Throughout this report the voices of students will recount the success and failure of the educational system, past and present, within the Developmental Program and without. The educational system will be accepted for what it is: the institutionalized control of human beings, control all the more profound because it involves the human body and mind. For many students this system of control is benevolent, giving them the skills and certification to earn a living in the adult world; however for the student who "fails" to compete, control becomes reinforcement of his assumed weaknesses and inadequacies. Many educators are afraid to accept responsibility for this student's failure, blame the home environment and peer influences, and continue to use the system of reward and failure.

The high school transcripts of developmental students are punctuated with D's and F's, symbols of "poor performance." Whether the student drops out or manages somehow to graduate, the learning process is distorted by his guilt from not being able to satisfy what he perceives as a teacher's whim. If the teacher likes him, he will make a good grade. If the teacher frowns, attempting an assignment is a waste of time.

What can a community college do to destroy this student's program for failure? What responsibility does the "open door" imply? At Cochise College the Developmental Program has adopted four postulates.

1. Any situation which prevents a student from learning can be corrected.
2. A student's potential to learn can be transformed into performance if he experiences success.
3. No educational institution has the right to demand that a student forsake the culture of his family in order to succeed.
4. The student, not the educational system, has the final responsibility for his education.

Within this philosophical framework, we have questioned many of the methods of control used by the educational system.

How much must a student conform to a time frame for learning? At some point a student has to demonstrate what he has learned. The educational system uses test scores and grades to certify that learning has taken place. Developmental students know from long experience that they will prove themselves only by earning satisfactory grades. Even so, the time frame for learning has been modified in several ways: (1) to allow all work to be turned in when completed rather than on an arbitrary date; (2) to eliminate timed tests; (3) to provide for written and audio-visual retrieval of all lecture material; (4) to encourage students to follow a schedule so that assignments are completed; (5) to provide for individualized instruction when needed. The first three points prevent the student's making excuses for his inability to "keep up"; the last two enable the student to cope with the standard classroom situation.

How much of learning must take place in a classroom? Often a student who expects to fail will be distracted in the classroom. He may have had an argument with his parents before class; he may be worried about losing his parttime job. Program staff work with students in the dorms, the homes, the student union, the library. The student can ask questions when he needs to; eventually he will perform in class. He will no longer be afraid of asking a "stupid" question. Field trips also allow a new environment for learning; the teacher goes with the students to see, not to lecture.

How much teaching should be done in English, if the student's native language is Spanish? Eight students in the program this year were new arrivals from Mexico who have language skills in Spanish but receive all instruction at Cochise in English. This year bilingual paraprofessionals have provided concept reinforcement in Spanish; tests have been given in English.

Another group of students speak Spanish in the home to their family, yet have had little contact with the vocabulary or complexity of expression used by educated adults who speak Spanish. These students need instruction in both English and Spanish in order to compete for jobs as bilingual teachers, nurses, secretaries, businessmen, police officers, all occupations which are part of the training available at Cochise. Next year developmental students can gain proficiency in reading, writing and speaking Spanish and English.

What materials are effective in teaching a specific concept? Basically, students need a variety of means to learn. The past experiences of developmental students have included little exposure to audio-visual or individual instruction, primarily because of financial limitations in the county high schools. In this area federal funding has provided an opportunity and a responsibility to create a variety of approaches to learning. Some students learn by taking lecture notes and reviewing their notes; some learn when they review concepts orally with another student who understands the concept; some learn from vocabulary lists and study guides designed for specific courses; some learn by watching a videotape of a lecture, in order to review the material a second time; some learn from reading a textbook in the library; some learn by talking to the teacher after class.

What counselling techniques improve student performance? Much of the counselling in the program is done by the students themselves. This year paraprofessionals were assigned to assist in several courses; next year a paraprofessional will be assigned to a specific group of students. He will check on student attendance and answer questions about how to cope with the institutional system, then turn over serious problems to a professional counselor.

If the basic purpose of counselling is to encourage a student's positive self-concept and his ability to function, then all facets of the program involve counselling. Teachers listen to student reasons for absences. Students support each other by coming to class in groups and monitoring each other's performance. Also, special activities encourage a group feeling, so that developmental students stop seeing themselves as isolated individuals. The sessions to fill out financial aid forms and discuss possible careers encourage students to plan for all decisions about their college careers.

How much teaching must be done by professional instructors? A teacher with a degree in a subject area has the knowledge to choose the best means to present a concept and to plan an instructional sequence. He is also best able to present new material. But a student who is afraid of all teachers, because of previous experience, can often first experience success with a paraprofessional. Paraprofessionals will tell a new student what information is necessary to pass a test and receive credit in a course; they consider college as a practical, working situation and know when to ignore the idealistic goals of the teacher. They know the fastest way to complete registration and whether or not taking notes is necessary in a specific course. They are direct in criticizing a student's procrastination about completing work. The exchange of techniques which always took place in the snack bar becomes a legitimate factor in succeeding in college.

Education remains a system of control, but modifications give more opportunities for learning. Any experimentation with the existing system is going to generate criticism. Much of the criticism has a validity when considered in isolation; some criticism lacks even that rationale.

Teachers question the presence of developmental students on a college campus; often the criticism is stated by saying a developmental program belongs in the high school. My only answer can be that we do not control a student's previous experiences; he comes to us with the right to attempt college work. We cannot turn him away.

Teachers also fear college courses are being "watered down" for developmental students. A teacher who makes this criticism may have a subjective means of determining a standard; however, what objective validation can be used? Does a teacher have to use a specific textbook? Does a teacher have to fail a certain percentage of students? Does he have to use standardized test measures? Few university professors would accept these limitations on their classes. The GPA average for developmental students is similar for the freshmen and sophomore years (2.253 and 2.240), indicating the grading practices are similar in developmental and nondevelopmental classes. When more objective means to validate all college classes are determined, developmental classes must certainly be included.

The program has also received criticism because it is federally funded. Basically, the complaint is that the program will cease when the money stops flowing from Washington. Information about the budget is included in Appendix B. Developmental students make money for the college through state funds. Salary expenditures other than instructors become self-supporting if recruiting for the program increases college enrollment and retention. Since the college has not yet completed a comprehensive study of retention rates, program retention has to be considered in isolation. Figures are given in the evaluation section of this report.

Criticism from several sources has been concerned with the ethnic mixture in the program. The federal guidelines have been taken literally, and no attempt has been made to recruit a student strictly because of his ethnic background. Representation of all groups, (Chicano, Black, Caucasian, Indian) has remained constant for two years. No student has refused to join the program because he feels it is ethnically biased.

Mr. Ortega's discussion of counselling minority students, included in this report, develops in detail the argument that the program is inadequate because it has no fulltime minority staff members; however, the counselor hired with program funds speaks Spanish; paraprofessionals have varied ethnic and cultural backgrounds.

My own criticism of the program is much more fundamental than any of the above. A student has learned, for whatever reason, to fear and distrust school; the students' attitudes toward their previous education are included in this report, beginning on page 28. Helping the student to function requires repeated, often continuous personal contact with program staff. I am the only staff member to date whose job has been only to work with developmental students. Next year I will be on sabbatical. Five positions are listed in the up coming college budget as fulltime developmental staff. One is the Spanish instructor who will teach one developmental class each semester; he is also in charge of a summer Spanish language program, a teacher aide program, and Chicano studies. Another staff member is a counselor who is assigned to the Student Affairs office; she has the responsibility for counselling any Cochise student, as well as being foreign student advisor. Two other positions, program coordinator and psychology instructor, have not yet been filled. Only one fulltime instructor in reading is presently assigned to work with developmental students next year.

No matter how complete this report may be, the Developmental Program will cease to exist the moment the staff cease to be constantly available to students. The system must give more, not less, to the unprepared student. Staff must see their success as linked to the success of developmental students. When the student succeeds, they have a job.

This statement may not sound as idealistic as the philosophical statements which began this essay, but the connection exists. The system of control, called the educational system, is manageable only when student and teacher are on the same side, when the teacher achieves or fails with the student. The means we have developed at Cochise are outlined in the following pages. The criticisms of the program, both from me and from others, will be continued in next year's report.

PROGRAM STRUCTURE

Federal Guidelines 1973-1974
Division of College Support
Bureau of Higher Education USOE
Title III Strengthening Developing Institutions

PRIORITY I - Cochise College Developmental Program

The Cochise College Developmental Program, in its second year of operation, consists of a program of study for students whose high school grades average D+, with reading levels ranging from fifth to ninth grades. Seven faculty members presently man the program on a part-time basis, but the program lacks sufficient funds for the intensive, individualized instruction necessary, particularly in the areas of reading and English, and for necessary individual counseling. Nor can present staff handle additional students that should be in the program, such as high school dropouts and returned veterans with academic deficiencies.

The aim of the developmental program is to remove economic and academic skill barriers to a college education for students from ethnic minorities, primarily those with Spanish-speaking backgrounds who comprise the largest minority in the College district. Through the climate engendered by conceren counselors, faculty and paraprofessional tutors, Cochise College hopes to open up new vistas for the disadvantaged Mexican-American, allowing him to realize a potential he may never otherwise be aware of and thus to increase his economic, educational, and cultural opportunities.

To this point, the developmental program has accomplished adaptations of curriculum, institution of several new courses, and reorganization of teacher scheduling. With additional funding, the program can include dropouts and veterans rather than restricting itself to high school graduates in the lower quartile of high school classes and can provide the reading specialist and bilingual counselor necessary for supportive services.

Characteristics of Developmental Students

1972 - 1974

Compiled from Statistics in Appendix A

ACADEMIC BACKGROUND

Freshmen, 1972

48 - High school graduates (average GPA 1.899)
1 - G.E.D.
2 - Did not complete high school
1 - Completed secundaria in Mexico

Freshmen, 1973

56 - High school graduates (average GPA 1.982)
5 - G.E.D.
8 - Did not complete high school
8 - Completed secundaria in Mexico

FAMILY BACKGROUND*

Educational Bakcground of Family

76 - No other members of family have attended college
3 - Parents with college degree
1 - Mother attended college
21 - One brother or sister is attending or has attended college (7 in Developmental Program)
1 - One brother or sister who has a degree
2 - More than one brother or sister attending or has attended college
1 - More than one brother or sister who has college degree
1 - Not available

*Statistics on family background are based on 100 out of the total 129 students.

Family Income	No. of families	No. With More Than Five Members
Under $3,000	22	15
Between $3,000 - $5,000	22	20
Between $5,000 - $8,000	28	18
Over $8,000	28	22

ETHNIC BACKGROUND

	Fall, 72	Spring, 73	Fall, 73	Spring, 74
Chicano	32	31	42	49
Black	4	2	3	3
Native American	1	1	2	2
Caucasian	11	13	15	14

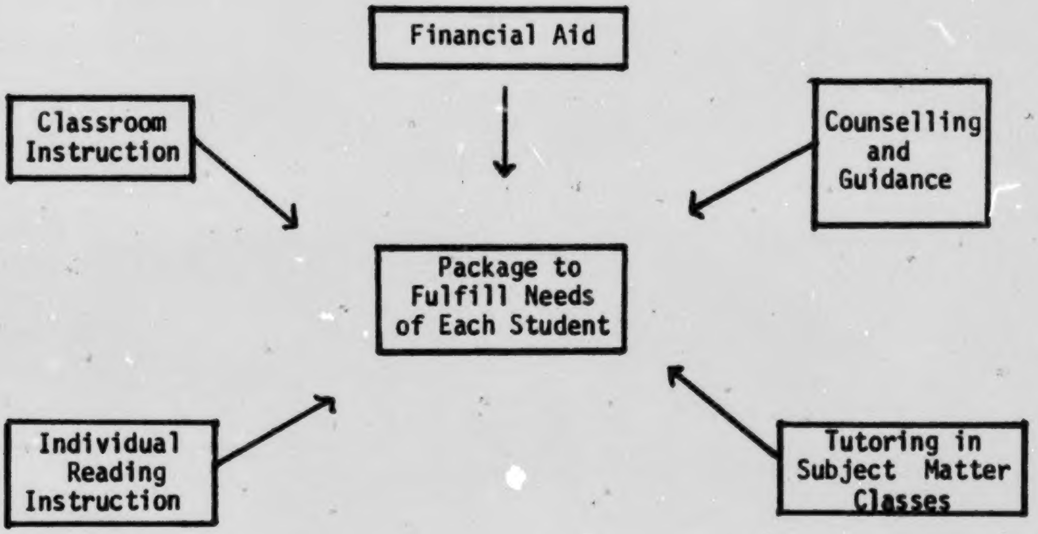
College Staff Involved in Program

Dean of Special Projects	Don Johnson
Program Coordinator	Marjorie Holiman
Secretaries	Ana Louisa A. Romero Barbara Beltran
Counselor (Hired Oct. 1973)	Monica Schwarzblatt
Reading Instructor (Hired April, 1974)	Ann Anderson
Parttime Instructors	Mary Lee Shelden Hal Bodle Arlo Janssen Gene Riggs John Monnett Bill Miller Jeanine Maio John Doty Vern Mosher
Paraprofessional Tutors	José Bracamonte Yolanda Carranza Cindy Johnson Joe Pintor Norma Manjarres Jon Johnson Gilbert Carrizoza
Recruiters	Mike Barraza Maria Hernandez Joe Lopez Ignacio Ibarra Norma Manjarres

Advisory Committee

Therman Healy, Head Counselor, Chairman 1973-74
Bill Lent, Cooperative Education, Chairman 1974-75
Ofilia Owen, Bilingual Secretarial Program
Bob Dunker, Drafting
Lee Oppenheim, Aviation
Larry Gunter, Humanities
Dave Pettes, Science and Social Science
Hector Alvarado, Sophomore, 1974
Yolanda Carranza, Sophomore, 1974
Two freshmen in program, 1974

Systems Analysis of Program Structure


Financial Aid
Classroom Instruction
Counselling and Guidance
Package to Fulfill Needs of Each Student
Individual Reading Instruction
Tutoring in Subject Matter Classes

Component: Individual Reading Instruction

Need: The student must be able to read college level texts

Assessment of Need: (1) Nelson-Denny Reading Test (2) Individualized Reading Inventory (Teacher-made test)

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Reading Instructor's Salary	1. The student will learn 500 vocabulary words during one academic year.	Vocabulary taken from the student's texts.	Quizzes given on vocabulary. Nelson-Denny	Pre and Post tests: Nelson-Denny Individualized Reading Inventory
	2. The student will prepare and answer study questions of fifteen textbook assignments.	Assignments will be taken from subject matter classes. Special attention to the student's major field.	Tests in subject matter classes.	Student's receiving credit in a subject matter class.
	3. The student will increase his reading rate 200 WPM in one academic year.	Use of reading machines on a regular basis.	Quizzes on comprehension	Nelson-Denny Individualized Reading Inventory
	4. The student will read two books, during the year.	Encouragement by reading specialist to pursue interests by reading. Books assigned in history and humanities classes.	Reading comprehension quizzes and written reviews of books read	Pre and Post student opinion survey about his attitude toward reading.

Component: Classroom Instruction

Need: The student must complete graduation requirements and achieve C grades in college classes.

Assessment of Need: (1) High school grades. (2) Graduation status in high school. (3) Interview with student about his opinions of teachers and individual subject matter courses. (4) Writing samples in English and Spanish. (5) Nelson-Denny test results.

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Peer tutors, Reading Specialist, Subject Matter Teachers	1. The student will learn to take notes in lecture class.	Collect student notes and have students compare notes. Ditto copies of tutor's notes. Use recordings of lectures in reading class to reinforce skills.	Tests given in class.	Student achievement on essay and objective tests.
	2. The student will learn to take objective and essay tests.	Students retake tests they do not pass on first try. Sample tests discussed by student tutors and teachers in subject courses.	Tests	Grade the student receives in the course.
Counselor	3. The student will complete general education requirements.	Guidance toward courses that will meet student needs.	Grade reports	Graduation from college.
	4. The student will attend class regularly.	Individual encouragement to attend class and make up any work missed. Flexibility of teacher to encourage attendance.	Faculty memos on student attendance.	Attendance check: Number of times the student misses classes each semester.

Component: Classroom Instruction (continued)

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Reading Specialist, Subject Matter Teachers	5. The student will demonstrate improvement in his ability to write English and Spanish (if the student speaks both languages).	All classes require written assignments. English and Spanish classes will reinforce subject matter instruction. Some instruction in Spanish for bilinguals.	Both writing samples and objective tests.	Pre and post compositions in English and Spanish.
Field trips paid by Developmental Program budget	6. The student will demonstrate knowledge and understanding of ideas in liberal arts disciplines.	Enroll students in science, math, history, humanities, and psychology. Provide experiences in learning, including student participation in classroom projects, i.e., making movies in composition class; completing chemistry experiments in science lab. Take field trips, at least four each semester.	Course outlines. Receipts from field trips. Teacher made tests in subject matter classes.	Completion of liberal arts requirements for graduation.

Component: Financial Aid

Need: The student must complete financial aid applications as freshmen, sophomore and transfer, if applicable. He must receive sufficient aid to stay in school.

Assessment of Need: Family income criteria.

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Counselor Tutors	1. The student will fill out financial aid forms.	Contact students in homes and help them and parents complete forms. Schedule group sessions so that tutors can help students fill out forms. Arrange for students to receive the developmental fee waiver provided by the college.	Financial aid forms.	Number of students who receive financial aid.
Counselor	2. The student will receive sufficient financial aid to remain in college.	Discussions between counselor and financial aid officer.	Statement of financial aid allocation for student.	Amount of financial aid received by each student.
Counselor Tutors	3. The student will receive sufficient financial aid to transfer to a four-year institution if necessary.	Counselor and tutors to help students fill out forms and make personal contacts with university as needed.	Financial aid forms, transfer year.	Amount of financial aid received by each student who transfers to a university.

Component: Career Guidance

Need: The student must identify possible careers and choose one as an organizing principle for course works.

Assessment of Need: (1) California Vocational Interest Inventory (2) Student's ability to identify his college major.

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Counselor	1. The student will identify six possible careers that he might pursue.	Group sessions with students, counselor and community people involved in various occupations.	California Interest Inventory	Pre-post California Interest Inventory
Counselor	2. The student will visit two examples of occupations, on the job.	Organize and supervise small groups of students for field trips.	Letters to members of the community involved in occupations.	Student survey of field trips and knowledge gained.
Counselor, Tutors, Field trip budget	3. The student will visit two other college campuses and identify majors not available at Cochise.	Organize field trips to other campuses.	Receipts from trip.	Student survey of field trips and knowledge gained.
Counselor	4. The student will complete graduation requirements for his major.	Supervision of registration by using catalog and transfer curriculum guides. Meetings with major professors as necessary. Coordination with other Cochise counselors about university requirements.	Student transcript	Successful completion of courses in a specific major.

Component: Counseling

Need: The student must gain self-respect through his efforts in school. The student must perceive the teacher as an aid to learning rather than a threat. The student must develop ability to complete tasks in group situations with his peers.

Assessment of Need: Tennessee Self-Concept; Interview with student about his perceptions of school.

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Counselor	1. The student will demonstrate understanding of grading practices, withdrawal and probation procedures, attendance policies.	Survival in college class. Section taught in August, September, and October.	Test on knowledge of college policies.	Test on policies in catalog Completion of courses, first semester.
Peer Counselors	2. The student will identify and discuss his attitudes toward teachers and assignments.	Group sessions with other students; counselor as group leader.	Semester evaluation of teachers and classes; made orally in group sessions and transcribed.	Student grades, units completed semesters in college.
	3. The student will identify personal problems affecting his academic performance and seek assistance from counselor or other staff member. The student will discuss grades and assignments with his teacher.	Individual sessions with instructors In class and individual appointments with teacher. Counselor and tutors present during discussions as needed. Teachers involved in field trips.	Number of conferences with teachers.	Graduation requirements completed.

Component: Counseling (continued)

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
	4. The student will become solution oriented to personal and/or other problems after evaluation of alternatives.	Practice group sessions in problem-solving in psychology class.	Student statement of future plans.	Retention in college or positive alternative
	5. The student will complete at least 75% of courses attempted each semester.	Counselor and tutors monitor attendance, tests taken, homework completed.	Grade reports.	Number of units attempted and completed each semester.
	6. The student will evaluate his self-concept and his relationships with peers and authority figures.	Administration and individual interpretation of Tennessee Self-Concept Scale. Discussion and compositions about attitudes in psychology class; also group counseling sessions.	Tennessee and compositions	Pre and post scores on Tennessee.

Component: Tutoring in Subject Matter Classes

Need: The student must complete a course with a grade of C or better.

Assessment of Need: (1) High school grades in subject. (2) Previous instruction in subject.

BUDGET	PERFORMANCE OBJECTIVES	ACTION PLAN	DOCUMENTS	EVALUATION
Tutors	1. The student will review material before tests.	Regular appointments with student tutors who also attend subject matter classes.	Test in subject matter classes	Test grades
Tutors	2. The student will pass tests with grade C or better.	Tutors monitor attendance and student understanding of subject matter.	Tests	Test grades. Credit received in the course.

Projected Changes for Next Year

Based on the needs analysis just described, the following additions and changes are planned. The basic objectives will remain the same, since each year brings a new group of students with similar needs.

Reading Instruction

1. At long last the employment of a fulltime instructor for the entire year.
2. A pre testing instrument which includes specific diagnosis of comprehension skills, a revision of the present Individualized Reading Inventory.
3. Extensive cataloging of vocabulary for many college disciplines, using computer storage.

Classroom Instruction

1. Videotaping of all lecture classes; required viewing of tapes to make up absenses.
2. Optional use of Spanish in content classes and inclusion of Spanish language instruction.
3. Pre and posts tests for math and Spanish language skills.
4. Switching semesters history and psychology classes are offered.
5. Regular weekly staff meetings.
6. More inservice training between semesters.

Counselling

1. Regular meetings of students with paraprofessionals in a peer counselling program.
2. Discussion of school regulations about academic performance in small group sessions with paraprofessionals.
3. Expansion of career counselling to include more contact with people involved in occupations.
4. Group counselling sessions reinstated (included in the program three years ago).
5. Exposure to psychological principles during the fall semester rather than spring in order to facilitate counselling.
6. Monthly meetings of students and program staff.

Tutoring

1. Expansion to include all developmental classes.
2. Employment of more former developmental students.
3. Pre service training week before school starts.

Three collegewide services, if instituted, would be of great benefit to developmental students, as well as many other students on campus. First, the college is located seven miles from the nearest town and draws commuters from all the surrounding towns; few developmental students have cars, yet two-thirds commute to school every day. A significant number of absences are related to problems with carpools or work schedules of parttime jobs in the home town. If the college instituted some form of bus service, the absences would decrease.

Second, five girls dropped out of developmental classes this year because of babysitting problems. Few day care facilities exist in the surrounding communities; most girls tried to depend on relatives to care for the baby, an imperfect system at best. A day care facility on campus would be inexpensive to the student and encourage more married women to attempt college classes.

Third, no formal treatment or counselling has been established for drug and alcohol abuse; abuse has led to the decreased productivity of several students in the program. Group counselling sessions and a halfway house concept would allow students to stay in school while learning to control a drug or alcohol problem.

Institutional Changes Resulting from the Developmental Program

Developmental education is one facet of the College, as outlined in the Governing Board Policy quoted on the inside cover of this report. The specific changes listed below have grown out of the program; some of them quite likely would have occurred in any case. Working with developmental students, however, required these changes be made with all deliberate speed.

1. Employment of fulltime developmental staff.
2. Establishment of a learning lab with individualized materials.
3. Elimination of failing grades.
4. Creation of special general education classes which teach students how to pass college courses.
5. Creation of new courses (Humanities 1, Science X, Reading 2Y, Spanish for Native Speakers.)
6. Initiation of peer recruiting, counselling, and tutoring.
7. Establishment of home visits as part of the Student Affairs' recruitment, financial aid and counselling process.
8. Systematic audio and videotaping of classroom lectures to permit lecture retrieval.
9. Creation of seminar reinforcement classes in the nursing program.
10. Institutionalization of the concept of developmental education by placing the Developmental Program as a division under the Dean of Instruction.

The most fundamental change is the creation of a system to meet the needs of developmental students. A teacher in the program can ask for help when a student is not functioning. No longer will the student automatically be sent back through that revolving door so feared in community college education.

NEEDS OF INDIVIDUAL STUDENTS

STUDENT EVALUATION OF PREVIOUS EDUCATION

The following comments were written in the Developmental Program's Reading Y class. The assignment was for the student to explain why he was in a developmental reading class. None of the students had been enrolled in a reading course since grade school.

1. Back in the good old days when I was a little fellow I was always wanting to run and play ball, and do every thing but school work. Before long I found myself way behind everyone else. To prove this everyone left the 4th grade and left me there, yes I flunked. Every since that I just haven't cared wheter or not I even went to school.
2. It seemed that if I like the teacher I would do my best in that class but if the teacher was mean or boring I would not try.

   My problem started in baby class when I was hit with a ruler for trying to explain what to do in class to another girl. This affected my mind in the way I would think all teachers would do the same if I opened my mouth to speak. So I would study my textbook and would not ask questions. The people around me would have to explain what the teacher said or I would not understand it completely.
3. My problem in my educational back ground was when I was in the first grade. I always got sick when I had to read in class. I don't think I liked school at all. I did not realize how important a good education was. The problem with my reading was that I didn't have any phonics and when I had to read stories in the second third and fourth grade the stories seemed so long and boring.
4. During my education, participating was no problem. I would always take part in class, but cutting class slows down participation! The reason for cutting leads to the amount of interest in class, which is hurt a great amount by my teachers who showed no interest in students. Family pressure

being a problem when you're in a big family and you live in a poor environment where it's dog eat dog and education is the farthest thing from your mind.

5. Since there were so many students the teachers couldn't give individual help.

   When I was a Freshman, my English teacher was rambling on about something and I asked her to repeat something and she said there wasn't enough time; so she rambled on and on.

   Classes in high school should be split up so the classes won't have so many students in one hour.

6. In high school I really had no problems except for one that was the lack of listening in English. Since English was a very important course I knew I had to study and listen very carefully, but in the English class I was in, the teacher spoke loud enough but not clearly. We never could tell what he was saying, so what we did was give up on him, we didn't even try to listen to what he said. Then when test week came around we knew we were missing some notes on some important subjects. So after that we tried our very best to make out what he said and even if he got after us we asked him to repeat what he said about three times.

7. What is wrong with education in my school? All the teachers use to just go from the book and ask us to take pages and pages of notes and if you missed any of the notes you were in trouble. Some classes we didn't have books; notes were given from the board and then we just sat for fifteen minutes. Some times the teacher wouldn't show up for class for a week and still give us a test over the last chapter when we didn't have an assignment. So there were some bad educational processes at our school. Teachers should show more interest in the students, give individual help when asked for. You should let students each week or

month tell the teacher if he or she is doing good and getting the ideals through to the students. If there is any question on past pages, and also before every test or day before the test go over with the class and answer the question. Always tell what the test will be over.

8. The "Lack of interest" seemed to be my most pressing problem. The teachers I had in Junior High all seemed to be interested in me, but I couldn't get any interest in them or their classes. One possible reason for my lack of interest is because the school which I attended was 23 years old and I felt out of place. One possible solution to this old building was maybe remodeling it or even going as far as building a new one, which they finally did about five years after I left. In my opinion when the molding around the roof and the pictures start falling off the walls, something should have been done. When falling objects endanger a student's life and distract his attention, something should be done to solve these problems. Good Grief!

9. To criticize my education background I would have to go back to my first through fifth grade, in which I did not speak nor understand a word of English. If it were not for my father I think I would have not passed without his teaching me English. Since my friend Manuel and I were the only Spanish speaking students our first and second grade teachers tried to avoid us in the most ways. The way I think I could really be up with my fellow classmates is to start all over, if it was possible, and work harder.

The attitudes reflected in these paragraphs have been voiced on many occasions by developmental students. They are not intended to criticize any specific teacher or school. The students are describing their inability to cope with a system of control, a system admittedly imperfect.

Basis for Entrance to, Exit from Program

Entrance to the program is voluntary; there is no cut off score on a test which makes entrance mandatory. Students are invited to join on the basis of a combination of factors, the most important of which is previous grade performance. Students who dropped out of high school or graduated in the lower half of the class are recruited. Other factors such as family income and educational level, performance on reading tests, student's inability to chose a career goal and family attitude toward higher education are considered. Appendix A demostrates that the backgrounds of no two students are identical. There is no single valid predictor of success in college; the comments made by students in the previous section reveal an honesty and directness about themselves and the educational system. The attitude of the program coordinator has been that the student himself [illegible] the best predictor of his need for help.

As will be discussed in the section on academic counselling, each student's schedule and progress is handled individually. Most students enter the program in the fall and take developmental classes for two semesters. Originally the program had been conceived for a summer or one - semester, but the complexity of student problems, from fear of tests to reading difficulties to family conflicts, cannot be solved in three or four months. Some freshmen begin school in the spring and enter the program at that point. A few join after a semester of low performance at Cochise or another school.

Exit usually occurs at the end of the freshman year. One student in the professional pilot program and two agriculture majors have elected to enroll exclusively in courses in their major after one semester. Four students did not complete the courses in the program this year and will reenroll in some developmental classes next fall.

Entrance and exit are an integral part of the counselling process itself; the decision to give school one more serious try comes when the student agrees to join. His decision that he will be successful comes when he is ready to complete courses on campus without daily assistance and support.

Recruitment

The Developmental Program is a concept which must be sold to students. Active recruitment has become part of the program's function because the program is designed for students who have "turned off" to school. Also institutional considerations have made recruitment valuable to the school as a whole. When the program was initiated, enrollment on the main campus was declining; in addition, receiving federal funds was based on the promise to serve a volume of students, specifically 80 for the 1973-74 year.

Recruitment has been done by paraprofessional and fulltime staff. José Bracamonte describes the sequence of steps used by paraprofessionals.

> Potential students for the Developmental Program were brought to our attention in various ways. The primary way of acquiring names was through the counselors at the high schools and through the recruiter's own knowledge. The initial contact was usually made on the phone; an appointment was set up. The second meeting with the student took place at the student's home, and at this time the recruiter gave as much information as possible. Financial aid forms were also handed out, and the third and fourth meetings with the student concerned the completion of these forms. This recruiting is done in the spring and early summer. In the late summer another meeting is held with the recruiter and the program coordinator. It is very important for a professional to make this contact with the recruiter to give the recruiter and the program credibility.

Two students recounted to the Advisory Committee how they were recruited.

> My dad got this pamphlet about the Developmental Program and he told me about it. He gave me Mrs. Holiman's phone number. I called her and she asked me if I'd like to make an appointment to talk to her; she offered to come to my own house, and to talk to my parents and

to me about the program. She came about two weeks later. We talked about it and I liked it and when I came here I registered.

Jon Schnee

College was a big step for me anyway because I'm a high school drop out. And it was weird because I didn't know what class to take. I was lost. But of course Mrs. Holiman was there saying maybe you better take this and this and this and I ended up in the Developmental Program. I'm not sorry. It's really helped me out a lot.

Barbara Whisman

Contacts Made in the Community and on Campus During August

	BY PHONE	HOME VISIT	ON CAMPUS	REGISTERED
Douglas	74	56	5	33
Bisbee	56	12	1	9
Sierra Vista	5	3		3
Willcox - Bowie	11	11		10
Tombstone	2	1	1	2
Elfrida	4	2	1	2
Benson	1		1	1
Sells			1	1
Tucson			1	1
Out of state			1	1

Sources From Which Students Were Referred

- 10% directly from high school counselors
- 10% from Cochise counselors and VA counselor
- 10% from other students in program
- 20% screened at time of registration, based on high school records and Nelson-Denny scores
- 50% direct contacts, based on lists of students in lower half of graduating classes in Douglas, Bisbee, Willcox, and Tombstone. Initial contact made by student recruiters; followed by home visit by student recruiter and program director. Also all applications received by Cochise were screened in August before registration; students in lower half of graduating class were contacted before or during registration.

With the college's admissions' officer the program coordinator made visits to the high schools during Spring, 1974. For the 1974 school year the admissions office will coordinate recruitment, with the help of paraprofessionals.

Financial Aid

Entry into college is prevented unless a student has the money to pay for fees and books. This year the college's contribution to the program was the waiver of approximately ten thousand dollars in fees for developmental students. In a number of cases students were successfully recruited only because they did not have to pay the registration fees. The program also assisted the students in borrowing textbooks whenever possible; one important reason for reducing the number of required texts was to reduce student expenses.

Statistical information about family income and financial aid awards is included in Appendix A. No student dropped out of college specifically because he lacked money; in several cases, however, the work study program and the cooperative education program were instrumental in keeping students in school by quickly providing part-time employment. If a student dropped out of school to work fulltime, it was because he saw work as a better opportunity than college.

The financial aid office has without fail communicated to the program coordinator all financial aid awards of developmental students. The office cooperated in helping students fill out ACT and BEOG forms. Filling out forms of any kind is foreign to many students in the program, and a system to insure forms are completed is necessary. This year the following schedule was used.

August, 1973

As part of home visits to eighty-five students in the county, recruiters helped approximately twenty-five students to complete or correct financial aid forms.

December, 1973

Four group sessions to help freshmen and sophomores fill out forms 1974-75, both for Cochise and university transfer.

February, 1974

Progress report on how many students had completed forms. Individual contact and assistance for those who had not completed forms.

March, 1974

Completion of 1974-75 forms for all students presently enrolled. Beginning of home visits to high school seniors to aid in filling out forms for 1974-75.

Parttime Employment through Cooperative Education
Bill Lent

The main emphasis in Cooperative Education is to help the student gain employment in work which is related to his college major or his career interest area. One of the supporting goals of Co-op is to help the student gain employment to meet a financial need while attending college and the other is to work with the student while he is employed, to aid him in developing successful work habits such as dependability, responsibility, punctuality and a good attitude toward his work.

The majority of my work with the students in the Developmental Program has been in the area of the two supporting goals. Most of the students have done better than average at their place of employment for the following reasons. (1) They welcome the opportunity to work parttime to help fill a financial need, and most of them need this income to stay in school. The student appreciates the fact that someone, (the Coordinator of the Developmental Program and/or the Teacher Coordinator in Co-op) has taken time to care about his success. This is a prime motivating factor in the education of the developmental student. (2) While the student is working he also has the feeling he is now a productive person. This helps build his self-confidence. We must also remember that the job the student gets while attending college is probably the first or second job he has ever had. This in itself is a very big step for the student to accomplish.

The most important factor in helping the developmental student keep his job or even helping him get his job, is the groundwork that takes place before the student's job interview.

The Coordinator of the Developmental Program works with Co-op to identify the student's needs plus his job entry-level skills. When this is done properly, the chances for successful employment are great. If the student better understands what kind of work he is qualified for at this point in time, he will definitely be more of an asset to his employer. The student's job might be that of a custodian, but when this is a realistic starting point for his working skills, the student will be able to develop some good working habits with supervision from his employer and Co-op.

Tutoring

Jon Johnson and José Bracamonte

Originally tutoring at Cochise was offered to all students in all classes. This was a valid concept, but difficult to practice. Teachers are willing to help students individually, but students are fearful of asking for help. Sometimes a student feels guilty if he does not understand what a teacher says; he is afraid to be labeled for asking "a stupid question." When the teacher announces that students can request tutoring, students often think that making the request will be another admission of failure.

To break this fear, students who enroll in the Developmental Program were required to sign up for tutoring sessions at registration. They were told that they must attend these sessions for the first part of the semester; then tutors would be available when needed. Scheduling times and places for tutoring determined whether or not the tutor would be useful. The tutor's own schedule had to be arranged to allow maximum time with the students. Often a student needs an assignment reexplained when he starts his homework, at an hour other than the class meets or than the teacher is on campus.

All tutors were paid to attend classes as well as special tutoring sessions. In science, English, and reading the tutors functioned as teaching assistants during class; in all classes they took notes, monitered attendance, and taped lectures.

In a group meeting developmental students listed these skills as essential for tutors:

1. Friendliness
2. Ability to take lecture notes and read assigned textbooks.

3. Dependability about keeping a schedule of appointments.
4. Ability to talk in simple words about the ideas presented in a class (For some students this means the ability to translate ideas into Spanish.)
5. Knowledge of the kind of test the teacher will give.

At the beginning of the first semester tutoring was largely devoted to helping students keep up with the speed at which the teacher talked. Once notetaking became less difficult, tutors discussed concepts as well as details of the lecture.

Below are comments by two of the five paraprofessional tutors who worked this year.

1. My biggest asset as a tutor was the fact that I had experience as a student. The relationship between a tutor and his client must be very informal and must be one of confidence so that questions and complaints can be given freely. I felt my job was to help the student understand concepts and to help him prepare for tests. Never during my tutoring session would I give a student a question or an answer to a test; rather I would try to cover as much test material as possible without blatantly giving him the answer. I feel a tutor is doing his job when at the end of the semester he is no longer needed, and the students are getting good grades. This is possible if a tutor teaches good study habits as well as covers course content.

   José Bracamonte

2. I believe individual help is more favorable over group tutoring due to the following beneficial reasons: (1) Since each student has a different background, their level of comprehension will definitely vary, and time would be wasted explaining one idea to one person while another student is completely lost because he or she does not progress as fast. (2) Many students appear more relaxed and confident when alone with a tutor than in a large group. (3) Experience has shown me that by tutoring individually, a tutor's work is put to use more efficiently because the tutor can see exactly who is or who is not profiting from his assistance. This is especially of value after a test; a tutor can make an a evaluation and see how individuals or everyone as a whole is coming along. Group tutoring is fine for some subjects like art, economics, geography, etc., but it is this writer's opinion that certain subjects such as math, science, and even English need individual tutoring to be highly successful.

   Jon Johnson

Objectively evaluating the success of the tutoring component of the program is difficult, since any minimum number of students helped would have to be arbitrarily chosen. Many students in the program give the tutoring system much credit for their success, particularly in their first semester in college. For next year tutoring is to be combined with a peer counselling program, since the same paraprofessional usually functions in both areas. (See the discussion of peer counselling, beginning on p. 61).

Counselling Procedures

Since the Developmental Program was conceived three years ago, students have taught the program staff that many factors determine classroom performance. Explaining a subject matter concept is useful only after individual needs have been met. The questions included in the application and contract, reproduced on the next page, reflect the common needs of students. Following that are discussions of specific counselling services.

DEVELOPMENTAL PROGRAM

Application and Contract

Please answer these questions. The information will help the Developmental Program to help you. Circle yes or no when appropriate.

Name____ Age______

Mailing address____

Street address____

Place of birth____

High school attended____

Graduated from high school Yes No Passed G.E.D. Yes No

Marital status

Married____ Single_____ Divorced_____ Separated_____

Number of people living in your home_________

Father's name____

Address____

Occupation____

Place of birth____

Income per month____

Educational background

Graduated from high school Yes No

Attended college Yes No

Graduated from college Yes No

Mother's name____

Address____

Occupation____

Place of birth____

Income per month____

Educational background

Graduated from high school Yes No

Attended college Yes No

Graduated from college Yes No

Number of children in the family____________

Ages________________

Educational background

How many brothers and sisters have graduated from high school?_____

How many attended college?______

How many graduated from college?______

Are you working now? Yes No

If so, where?____

Will you need a job to stay in school? Yes No

Will you be living at home while going to college? Yes No

Living on campus? Yes No

If you live at home, do you have transportation to school? Yes No

Do you have money to pay for your books? Yes No

Do you want to take courses in both Spanish and English? Yes No

Check any of these courses you took in high school.

Reading _____

Spanish _____

General math_____

Algebra, first year _____

Algebra, second year _____

General Science _____

Biology _____

Chemistry _____

Physics _____

I agree to join the Developmental Program at Cochise College.

1. I understand the Developmental Program will help me stay in college and complete requirements for a college degree.
2. I will enroll in at least six units of developmental classes my first semester in college and will receive a fee waiver.
3. I can enroll in at least six units of developmental classes my second semester in college, and, if I do, I will have my fee waiver renewed for one more semester.
4. I will work with teachers and sophomore tutors to complete assignments.
5. I will attend as many of the program's field trips and group activities as I can.

Academic Counselling

Usually the initial phase of counselling involves registering students for classes. This process is completed in the home or on the day of registration by program staff with the assistance of paraprofessionals. The key to success for developmental students is to place them in a situation where success is likely, yet not guaranteed. No student is required to take only developmental classes for the entire year, but he has to be helped to decide what he can complete successfully.

If the student has a major in mind, scheduling will naturally reflect his career goal. A developmental student will likely take one course each semester related to his career (for an art major, for example, Introduction to Art in the fall and Basic Drawing or Design in the spring). Restricting the student to one course each semester meets two objectives: (1) the student improves his reading and study skills before he earns the majority of the grades in his major; (2) the student can change his major without losing many units.

Some occupational programs on campus require that a student enroll in nine or more hours of work his first semester, if he intends to finish the program in two years. The teacher in the occupational program, with the help of diagnostic instruments provided by the developmental staff, has to make a recommendation to the student about enrolling in developmental classes or enrolling fulltime in classes in his career program.

The nursing program handles this question during the semester previous to expected enrollment, since more students apply to enter the program than can be accepted. Developmental staff have met with nursing instructors to help determine whether a student should enroll in nursing classes or general education. The nursing program is moving toward more requirements for entrance, specifically requiring a student already in college to take anatomy and physiology before enrolling in nursing classes.

Drafting and electronics also require the student to take nine or more hours each semester if the student is to graduate in two years. This year screening took place at registration, partly determined by the student's math background. In the future more diagnostic testing in math skills will improve determination of success in these two programs. Students who enroll in the aviation and airframe and power plant programs follow a different time schedule than the rest of the campus. This summer developmental staff will work with students within the aviation program in a special class to help teach reading and study skills. This is a possible alternative to having students enroll in developmental classes as they presently exist.

With any program, of course, the final decision about scheduling is made by the student himself. The three sample schedules for 1973-74 freshmen reflect the variations from student to student. Sample 1 is a high school graduate whose career goal is physical education. His performance in reading is well below the tenth grade level; at the end of the year he expressed pride in what he had accomplished and said he had learned more in one year than in the previous six. His grades supported his feeling of success. If he had been allowed to enroll in both semesters of composition and biology, usual requirements for transfer physical education majors, his chances for success would have decreased significantly.

Sample 2 is a high school dropout whose career goal is psychology; she did not decide on a major until the spring semester. Her enrollment in English composition the fall semester was based on diagnostic testing. She took a second history course in the spring because of a successful experience in History 15 in the fall.

Sample 3 is a police science major who is successful in the courses in his major but has significant resistance toward completing graduation requirements in the general education area. He conceives his career goal in a limited form, even though his police science instructors have encouraged him to complete all graduation requirements. Since the Developmental Program presents general education requirements as a "package deal," he will be able to graduate at the end of his second year at Cochise.

The variations in schedules are as numerous as the students in the program.

Sample 1
Fall, 1973
Total Units 12
Major: Physical Education

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50	Science X	8:00-9:15	Science X	8:00-9:15	Science X
9:00-9:50	Science X	9:30-10:45	History Tutoring	9:30-10:45	
10:00-10:50	Science X	Reading Y	Science Tutoring	Reading Y	Science Tutoring
11:00-11:50	History 15	11:00-12:15	History 15	11:00-12:15	History 15
12:00-12:50		12:30-1:45		12:30-1:45	
1:00-1:50		Speech 2		Speech 2	
2:00-2:50		2:00-3:15		2:00-3:15	
3:00-3:50		3:30-4:45		3:30-4:45	
4:00-4:50		BASKETBALL	BASKETBALL	BASKETBALL	
EVE.					
EVE.					

Sample 1
Spring, 1974
Total Units 15
Major: Physical Education

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00- 8:50		8:00-9:15		8:00-9:15	
9:00- 9:50			Human. Tutoring		
10:00- 10:50	Humanities	9:30-10:45 Orientation to P.E.	Humanities	9:30-10:45 Orientation to P.E.	Humanities
11:00- 11:50	English/ Reading Lab	11:00-12:15	English Lecture	11:00-12:15	English/ Reading Lab
12:00- 12:50					
1:00- 1:50	English/ Reading Lab	12:30-1:45 English/ Reading Lab	Psych. Tutoring	12:30-1:45	
2:00- 2:50		2:00-3:15		2:00-3:15	
3:00- 3:50		Basketball	Basketball	Basketball	
4:00- 4:50		3:30-4:45		3:30-4:45	
EVE.			6:30-9:15 Psychology		
EVE.			↓		

Sample 2
Fall, 1973
Total Units 13
Major: Psychology

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50	Science X	8:00-9:15	Science X	8:00-9:15	Science X
9:00-9:50	Science X	9:30-10:45		9:30-10:45	
10:00-10:50	Science X	Reading Y	Science Tutoring	Reading Y	Science Tutoring
11:00-11:50	History 15	11:00-12:15	History 15	11:00-12:15	History 15
12:00-12:50					
1:00-1:50	Yoga	12:30- 1:45 English 1	Yoga	12:30- 1:45 English 1	History Tutoring
2:00-2:50		2:00-3:15 History Tutoring		2:00-3:15	
3:00-3:50		3:30-4:45		3:30-4:45	
4:00-4:50					
EVE.	8:00 - 9:20 Keypunch		8:00 - 9:20 Keypunch		
EVE.					

Sample 2
Spring, 1974
Total Units 14
Major: Psychology

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50		8:00-9:15		8:00-9:15	
9:00-9:50		9:30-10:45	Human. Tutoring	9:30-10:45	Human. Tutoring
10:00-10:50	Humanities	History of U.S.	Humanities	History of U.S.	Humanities
11:00-11:50		11:00-12:15		11:00-12:15	
12:00-12:50	Psych. Tutoring	12:30-1:45		12:30-1:45	
1:00-1:50		Billiards		Billiards	
2:00-2:50		2:00-3:15	2:30-5:15	2:00-3:15	
3:00-3:50		3:30-4:45	Psychology	3:30-4:45	
4:00-4:50			↓		
EVE.					
EVE.					

Sample 3
Fall, 1973
Total Units 14
Major: Police Science

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50		8:00-9:15		8:00-9:15	
9:00-9:50	Intro to Pol. Science	9:00-9:50 Reading Y	Intro to Pol. Science	9:00-9:50 Reading Y	Intro to Pol. Science
10:00-10:50	Patrol Functions I		Patrol Functions I		Patrol Functions I
11:00-11:50	History 15	11:00-12:15	History 15	11:00-12:15	History 15
12:00-12:50		12:30-1:45		12:30-1:45	
1:00-1:50		Speech 2		Speech 2	
2:00-2:50		2:00-3:15		2:00-3:15	
3:00-3:50		3:30-4:45		3:30-4:45	
4:00-4:50		History Tutoring			
EVE.					
EVE.					

Sample 3
Spring, 1974
Total Units 17
Major: Police Science

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:50		8:00-8:50 Humanities Tutor		8:00-8:50 Humanities Tutor	
9:00-9:50		9:00-9:50 English Lab		9:00-9:50 English Lab	
10:00-10:50	Humanities		Humanities	Video-Tape English	Humanities
11:00-11:50	Juvenile Procedures	11:00-12:15 Criminal Justice	Juvenile Procedures	11:00-12:15 Criminal Justice	Juvenile Procedures
12:00-12:50					
1:00-1:50	English Lab	Psychology Tutoring	English Lab	Psychology Tutoring	
2:00-2:50					
3:00-3:50					
4:00-4:50					
EVE.			6:30-9:15 Psychology		
EVE.					

Once registration is completed, counselling means monitering attendance, participation, and performance on assignments. The counselor spends time in the classroom to observe cues made by students about their attitudes toward teacher and the subject matter. Sometimes the teacher himself needs encouragement to be able to function with students who do not automatically adapt to a classroom setting.

If a student is absent, the teacher or paraprofessionals in the classroom report this absence to program staff (see discussion beginning on p. 74). In most cases contact is made with the student the same day, by phone or in person by one of the paraprofessionals.

Also students are reminded about assignments and deadlines in writing. These memos are given to each student periodically so that he learns to pay attention to all requirements in each class. The following sample was handed out about six weeks before the end of the spring semester; many students used it as a checklist to complete the rest of their work.

The weakness in the present system of academic counselling is that the classroom instructors have less responsibility to provide individual assistance to students in their classes than will be true when the students take sophomore courses. This weakness is the result of the classroom teachers having many other teaching responsibilities beside developmental classes. The program staff or paraprofessionals work with students on assignments evenings and weekends, when classroom instructors are not expected to teach. As long as instructors are working parttime with developmental students and must prepare and teach other classes, program staff will have to assist them with individual students. Retention of sophomore students shows this arrangement to be workable. (See discussion beginning on p. 135.)

MEMORANDUM

TO: Hector Alvarado

FROM: Marge Holiman

SUBJECT: Course work to be completed this semester

The final exam schedule for developmental classes are as follows:

English 1*	Wednesday	May 8	11:00 A.M., May 16 10:30 a.m.
Humanities 1	Tuesday	May 14	8:00 - 10:00 A.M.
Psychology	Wednesday	May 15	2:30 P.M. & 6:30 P.M.

*There will be no final in Reading

According to our records, you have completed the following assignments in these classes (see assignments that are checked.) All assignments must be completed to receive credit in the courses. You know me well enough to realize I want you to finish these courses. Make arrangements with me to complete your work.

HUMANITIES 1

Tests [✓ Television]
[✓ Music]
[✓ Sculpture]
[✓ Movies]
Novel

Cultural Event #1
Cultural Event #2

PSYCHOLOGY 1

Tests [✓ #1]
#2
[✓ #3]
[✓ #4]
#5
#6

Oral Report
[✓ Tennessee Self-Concept]
California Occupational Inventory

ENGLISH 1

Terrible Style
Description
Midterm

Definition
Comparison-contrast
In class assignment

Book Review
Analysis

Check asignments in reading with Mrs. Shelden.

Career Counselling

During the past year some formal attempts were made to expose students to career opportunities, in addition to informal one-to-one discussions with program staff and teachers in subject areas. By the end of the spring semester developmental students identified the following majors.

Career Area	Freshmen, 1972	Freshmen, 1973
Nursing	1	7
Secretarial	4	11
Business	5	4
Drafting	1	2
Electronics	0	1
Police Science	4	9
Social Science	8	9
Humanities	2	4
Law	0	3
Science	2	1
Education	6	4
Aviation	1	0
Forestry	0	1
Agriculture	0	1
Zoology	0	1
Undecided (Liberal Arts)	18	19
Total	52	77

The activities to encourage students to choose career goals took the following form.

September, 1973

Enrollment of about one-half of students in cooperative education to get on-the-job training in work habits.

Adminstration and individual interpretation of California Occupational Interest Inventory. Used as basis for one-to-one discussion about possible careers.

October, 1973

Visit by six students interested in law school to question Assistant District Attorney who is a recent law school graduate.

November, 1973

Tour of La Universidad de Sonora, part of field trip to Hermosillo.

December, 1973

Discussion with each student about spring schedule, transfer curriculms, and career goals. Individual registration for spring semester classes. Exposure to four-year catalogs.

February - March, 1974

Luncheons to explain jobs and career requirements in six major areas of interest. At each luncheon six to eight developmental students discussed careers with professionals. Sessions videotaped.

1. Secretarial (Doris Dees, College president's secretary; Pat Selchow, Learning Resources Center secretary and bookkeeper.)
2. Nursing (Yvette Rehurek, school nurse, and Gloria Siciliano, Instructor in Nursing Program.)
3. Preforming and plastic arts (Joe Gilliland Chairman, Humanities, and Vern Mosher, Ceramics)
4. Social Sciences (Jesus Greer, Psychology and Counselling, and Phil Jaramillo, Latin American Studies)
5. Police Science (Jerry Fuller, college security, and Keith Jackson, Instructor in Police Science)

March 7, 1974

Trip to Pima College to observe programs not available at Cochise and to acquaint students with problems and benefits of a large campus.

1. Discussion with Diego Navarette, Dean of Student Development.
2. Group discussion with Lydia Harris and students in Early Childhood Education.
3. Observation of Community Relations and Criminal Law classes in Police Science.
4. Observation of engineering program in surveying class.
5. Tour of writing and math labs in Alternative Learning Center.

Dinner at University of Arizona as basis for discussion about the necessity of leaving the home county to complete a four year degree.

April, 1974

Discussion with each student about career goals and course work for sophomore year. Review of transfer requirements if student's goal is a four-year degree.

May, 1974

Adminstration and interpretation, California Occupational Inventory; comparison by students with test taken in September, 1973.

Next year career counselling should be expanded to include more contacts with professionals in various career fields. Paraprofessionals can take a small number of interested students to visit these people in their work setting.

Personal Counselling

No matter what structure is created by the Developmental Program, retention of students depends on an environment in which the student can ask for help, then learn to function on his own. On the inside cover of this report is a comment by one developmental student who has completed two years at Cochise. His success is the result of repeated reassurance during his first semester. This was provided in many counselling sessions, brief and extended, which took place in the office, in the classroom, in the snack bar, in the grocery store where the student worked, even on the telephone at 2:00 A.M.

One time Eduardo failed to show up in history class; the coordinator saw him later in the pool room and found out he was ready to quit school and join the Navy. Another time one of his friends told the coordinator that Eddie was not going to register for the spring semester; this friend also said to call Eddie at home, since he did not really want to quit. Once he registered for the second semester, even though he got married and with reason considered going to work fulltime, Eddie has accepted college as a realistic goal.

This individual attention is necessary for students who perceive education as a negative experience. (See student comments on their previous experiences, pp. 28f.) The student must be able to test the the concept of the Developmental Program to determine for himself whether or not anyone really cares about his performance in school. He must have someone to listen and help him make decisions about any situation that he considers important, anything from whether or not to get engaged to how to raise bail money. He must be able to test any time, any place. When the program has provided this support, the student has stayed in school and succeeded. When the program has not delivered what it promises, the student has found on alternate route to success outside school. Appendix A testifies to the number of students in each group.

The possible danger in this kind of involvement between staff and student is that the student may learn dependent rather than independent behavior. Critics of the program have suggested, "Mrs. Holiman babies the students." But when the Advisory Committee asked the students if this was true, they replied that it was Mrs. Holiman's responsibility to help. That's what she got paid to do. She knows the answers to questions or knows who to ask. The best testimony to the creation of independent behavior are the sophomores who are still in school but do not expect daily contact with the developmental staff.

This year group and family counselling were not a formal part of the program structure. Families were invited by telephone to attend Parent's Day, but these contacts were never followed up. In some individual cases the coordinator or Mr. Ortega have talked to the parents on the phone or in person about specific student problems.

Students have been involved in three group sessions to evaluate the success of the program. (See p. 137f). The first involved groups of six to ten students with Mrs. Schwarzblatt as moderator; the second occurred when Dr. Godbey met with groups of freshmen and sophomores during his evaluation visit; the third was a question and answer session with the Advisory Committee. These sessions were not group counselling, although they increased the awareness of students and staff about the functioning of the program.

Both group and family counselling should be expanded next year.

Up to this point the program coordinator has been the only staff member exclusively responsible to the developmental students. The college's three counselors, including one who adminstrates all financial aid, are responsible for the total student body of over six hundred students. The only other professional counselor on campus is the Upward Bound director. Although these counselors have been helpful when requested to work with developmental students, none of their jobs depends on the success of the Developmental Program. None have a personal interest in seeing developmental students succeed. At the time this report is being completed, no staff member is assigned as counselor to moniter the progress of developmental students on a daily basis.

The paraprofessionals hired during the 1973-74 year often functioned as counselors, but no formal structure was set up to encourage this function. José Bracamonte describes what he did as a peer counselor.

> I did quite a bit of work as a counselor. I gave advice about everything from what's good to eat at the Que Pas to whether or not a student should quit school. One very important function was that of a liason between program coordinator and students; this is very important because a program like developmental need personal relationships as well as job relationships. To be a peer counselor I needed a little bit of knowledge of the staff in the institution, I needed to have guts, and I had to have the student's trust.

Often communication was possible between student and professional because the paraprofessional said, "Go talk to Mrs. Holiman. She's cool."

The paraprofessional's ethnic background was a significant aid in creating an environment of trust. One of the Native Americans in the program asked to be a peer counselor next year so she could "help other Indians stay in school." Several Black students from out-of-state will be in the program next year; their success will in part be determined by the paraprofessional with whom they can identify. Propaganda about the possibility of success is not nearly as motivating as a flesh-and-blood role model who has succeeded.

Next year peer counselling will be expanded to include weekly sessions of one paraprofessional and five to seven students. The students will be assigned to the paraprofessional before or during registration, after the paraprofessional completes a week's workshop on techniques of peer counselling. These weekly sessions will have the following objectives for each student in the program.

1. To assist students in coping with a schedule of classes and assignments.
2. To help the students read and understand the regulations in the college catalog, including graduation requirements, probation procedures, and methods of dropping classes.
3. To discuss frustrations created in the classroom situation.
4. To encourage students to use the service of professional counselors.

At times these group sessions can be combined with group counselling sessions conducted by a professional.

Counselling Ethnic Minorities

Joe Ortega
Upward Bound Director

During 1972-73 I worked parttime as a counselor with developmental students. Since that time I have worked with individual students when Mrs. Holiman has requested my help. Since most of the students I worked with in the Developmental Program are bilingual and bicultural, most of my comments will be geared to this type of student. The proposal to the federal government makes the following statement (Italics mine):

> The aim of Developmental Program is to remove economic and academic skill barriers to a college education for students from *ethnic minorities*, primarily those with Spanish-Speaking backgrounds who comprise the largest minority in the college district. Through the climate engendered by *concerned counselors*, faculty, and paraprofessional tutors, Cochise College, through the Developmental Program, opens new vistas for the disadvantaged student, allowing him to realize a potential he might never otherwise be aware of and thus to increase his economic, educational and cultural opportunities.

If we are to meet the aims of the program, there are certain requirements that have to be met; otherwise we are only playing the same game we have been playing for years and completely ignoring the needs of the student we have proposed to serve. If we state clearly the proposal's goals, then we as professional educators must commit ourselves to serve the program participants as stated.

Below are comments based on some of my experiences with developmental students.

Linguistic aspect. Most students I worked with were bilingual. Students will communicate in the language they are most comfortable with. Students feel very frustrated if they cannot discuss their personal problems freely and openly in the language they feel most comfortable with.

During a conference, a client might begin conversing in English, and in the process find that he needs to shift to Spanish for better expression. I would respond in the same way, thus reinforcing and demonstrating acceptance of the client and his language, acceptance for what he is, language and culture included. The response he got from me indicated to him that it is all right to use Spanish. Others felt more comfortable with English, and we communicated in that language.

The important thing here is not whether I use English or Spanish but establishing a positive working relationship with the client and establishing a line of communication. I felt I was able to relieve one more frustration because they were able to communicate with me in the language they chose to use.

I found that many students have been conditioned to "speak English." They found themselves in a predicament where they experienced frustration and anxieties because they could not find the words in English for free expression of their feelings. Many seemed to apologize for it. At this point I responded in Spanish. The client's anxieties were reduced; he experienced acceptance and a sense of pride for his native language. As my working relationships progressed, I asked students about their anxieties. The responses fell into these categories.

1. Negative experiences where they were told not to speak Spanish in school.
2. Punishment for speaking Spanish (physically and psychologically). They mentioned embarassement, fear, insults, and having to write "I will not speak Spanish" several hundred times.
3. No opportunity to talk to a teacher with whom they could identify and with whom they could speak their language, someone to tell them that "learning can also take place in Spanish."

4. No experience in a counselling situation. Many stated, "I have never talked to my counselor in high school about my problems." I would ask them why.

> "Because I can't express myself well in English."
> "Why don't you use Spanish like you have been using here?"
> "Because they don't understand."
> "How do you know?"
> "Because I know."
> "What do you do when you have a problem?"
> "I keep it to myself. Also I can't talk to them about my personal problems."
> "Why?"
> "Because it is embarassing."

Cultural Aspect. Counselors bring their values, perceptions, and feelings to the counseling situation. This cannot be helped. A culturally different student also brings his values, perceptions, feelings to the counselling situation. These attitudes are not the same if the counselor and student are from different backgrounds, but both cultures deserve respect; however, in the past developmental student has lost out because of the counselor's failure to practice this respect.

Students will hesitate to discuss their very personal problems because what he, his brother, sister, mother, father may have done to help may conflict with the counselor's values. The student may feel insulted because the conflict is an insult to his family. For example, a student may not attend school for three days. His reason: "I had to help my mother. I had to stay with the kids while she went to see the doctor, shopping, etc." In the American educational system illness is the only reason to be absent from school. On the other hand family values are that there is a need to help the family in any way and every way. (I am needed today by my family. I am contributing to the needs of the family.) Since students have experienced that they can only be absent when they are ill, they will have to tell a little white lie because the truth may bring a penalty.

If we agree on these points, then let us take a look at the characteristics of the bilingual, bicultural students of the developmental program, the students we have proposed to serve.

> Are we meeting their needs?
>
> Are we providing for all?
>
> Are we denying the benefit of advice, guidance, counselling, to persons where backgrounds are different?
>
> Do we assure a sympathetic understanding of student problems (achievement potential vs. actual for culturally different students), linguistic, cultural, economic?

Recommendations

1. A trained Chicano counselor whose training (practicum, etc.) has been with Chicano students. In our present system we have many counselors who are handicapped in dealing with ethnic minorities. Is a Chicano, Indian, Black student apt to find help from a counselor who is handicapped?

2. A counselor must possess bilingual - bicultural understanding. A counselor must be sensitive to the cultural and linguistic aspects of the students they serve. They must be sensitive to the student's needs and understand why he is in the program.

3. A counselor who will be community oriented and get involved with the student's community. (How else will we know their needs?) He will act as a valuable link between the school and community by interpreting school's expectations to parents and students as well as conveying the needs and expectations of the parents to the school. The Developmental Program serves minorities, particularly Mexican-American, and the Mexican-American community is alienated and isolated from the educational system.

4. A counselor who will cross that "economic line." A middle class teacher has never crossed the line that has for so many years divided the school and the economically disadvantaged community. Crossing the line means direct involvement with families in the home.

5. A counselor who is senstitive to the problems of evaluating culturally different students with present available evaluation instruments. He should be knowledgeable and critical of evaluation analysis of the culturally different students in the program and the factors that bring about such results.

(language, cultural values, economic, educational isolation, attitude of teachers towards culturally different students, stereotype attitudes, etc.) Most standardized tests turn out to be test of a student's use of English.

6. A counselor who will promote workshops for the staff for better understanding of the students' background and present problems. (Awareness)
7. A counselor who is not biased and who is able to control his prejudices while interpreting his client's remarks.

Until a counselor who possesses these characteristics is hired for the Developmental Program, the goals stated in the Federal proposal are not being met.

CLASSROOM INSTRUCTION

Special Characteristics of Developmental Classes

The label for this section of the report could be interpreted to include every detail of the Developmental Program; after all, the purpose of the program is to graduate students from college. Classroom instruction must teach skills and provide modivation needed to complete a college degree. Developmental classes have used a combination of factors to facilitate completion of course work.

First, teaching techniques have been varied to meet the demands of course content and student preparation. These techniques will be discussed specifically in relation to individual courses. Generally they include lecture with an overhead projector to a class of ninety students, small group discussions in which six students attempt to solve a problem as a group, student reports to a class of twenty students, group discussion lead by a teacher, one-to-one instruction by a teacher in a lab, group tutoring by peers, and reinforcement teaching by a teacher other than the one responsible for giving grades.

Second, every instructor assumes the students do not have the skills to take notes, read texts and take objective and essay exams. Each instructor develops his own methods, but in all classes tutoring is available and a member of the program staff helps with vocabulary and study guides for textbooks.

Third, the general grading structure has been altered in two ways: for the first half of the semester students have an opportunity to retake tests they fail, and no failing grades are given in developmental classes. All students who do not complete the course are given W's or withdrawal without penalty.

Fourth, students reinforce and encourage each other because they take classes together. The program staff reminds developmental students of deadlines, such as when reports are due and when final examinations will be given. Almost never does a developmental student use the excuse that he did not know what was required of him. His friends in the classes will remind him if the program staff does not.

Fifth, developmental classes depend less on the student's reading textbooks than does a standard college class. Only two classes, math and psychology, are structured around a required text. The Math 1X text for next year contains a minimum of reading and a maximum number of problems to work.

Sixth, teachers have staff meetings to discuss difficulties in scheduling, attendance, and testing. Tutors and the reading instructor are informed of student difficulties so that the students can be helped individually. (See the discussion on academic counselling, pp. 44f.)

Seventh, all lectures are audio or videotaped so that students who miss class can make up absences. Taping also means a teacher does not have to repeat the first two weeks of class to students who enter the course late. If a student does not understand the concepts presented in a class, he can listen to the lecture a second time.

Finally, emphasis is placed on staying in the course. Teachers show concern for a student who is not in class. As the semester progresses, each course requires more of the student. The history course emphasized the last essay test rather than the first. The humanities course began with multiple choice, matching and short-answer questions. The final exam included five essay questions which were to be a minimum of three pages each in a blue book; the students worked two and a half to four hours on that test and wrote credible essay examinations.

Graduation Requirements and Transferability

In structuring any compensatory program for college students, the need to remediate must be balanced against the limited number of semesters a student can give to earning a college degree. A student of eighteen, nineteen or twenty must soon accept the responsibilities of employment and family; course work must be concentrated yet selective. The Developmental Program is bound by the same system of awarding credit as the rest of the campus; students outside the program take the same course numbers for graduation and/or transfer credit. The student's permanent record does not label credits earned in the program.

As noted on the schedule of classes on pp. 77f., some courses are not transferab to a university, but all classes count for graduation from Cochise. If a student takes eight courses in the program his freshman year, he can concentrate on his major his sophomore year as well as take one more humanities class. If he plans to transfer to a university, he can concentrate on liberal arts requirements needed to graduate from a four-year school. The emphasis is placed on completing the requirements in a reasonable time with satisfactory grades. Each student follows his own time schedule. Units in five areas are required for graduation; below are listed the courses in the program which fulfill requirements. Students take two physical education classes based on interest and ability; these are no special sections for developmental students.

College requirement		Developmental Courses
Communications	(6 units)	Reading, Speech, English, Spanish
Humanities	(6 units)	Humanities in Contemporary Life
Social Science	(6 units)	Survey of the American West, Psychology
Math and Science	(6 units)	Basic Science, Math
Physical Education	(2 units)	

Audiovisual Assistance

Electronic equipment was used for two purposes: recording experience and encouraging student expression. Three sets of equipment were purchased this year, a portable videotape unit, lights, and moniter; a Konica camera with strobe flash; and a Kodac movie camera with lights. The film equipment was used primarily to record activities of the students. Many students experimented with taking pictures; the movie camera even made a trip to the bottom of the Grand Canyon, since one of the developmental students took the college's hiking class. Next year opportunities for more student production of film and video presentations will be included in the humanities and composition classes.

The audio and videotape equipment has been primarily an instructional tool within the classroom. During the fall semester in the speech class, tapes were made of some panel discussions; these were reviewed by the students involved. (Also the tape recorders in the language lab were used to accustom the students to listening to themselves speak; the simple sequence of assignments in the lab was called oral composition.) Lectures in the history and science classes were audiotaped so that students could review work; the history tapes were used frequently by the tutors in five or ten minute segments to review ideas.

During the spring semester psychology lectures were audiotaped, and English and humanities lectures were videotaped. Four students could not attend the eleven o'clock lecture one day a week and watched the lectures on television at another hour. The humanities class involved many media presentations which could not be reproduced without video; students were not given any excused absences in this class, not even the conventional ones for illness or athletic events, and were expected to watch tapes of all classes missed. In a few cases this provided for the absurd situation of students watching a lecture after rather than before the test was given on its content, but on the whole the process should be expanded.

The program paid the paraprofessional tutors to run the equipment in the classroom; the audiovisual staff in the Learning Resources Center spent about fifteen hours a week playing back tapes to students, maintaining the equipment, and preparing presentations for the humanities class. Every camera had to be repaired at least once during the year; a formal workshop for the paraprofessionals during orientation in the fall may cut down on the frequency of breakdowns.

The equipment provided opportunities to record and reuse all kinds of experiences from Teatro Indio presentations to psychology lectures. In the age of "media as message," the very presence of the equipment made the occasion important to the students. We have only begun to explore the possible uses of this equipment in the program.

Attendance Problems

No systematic research has been done on previous attendance records of developmental students, but the comments of the student on p. 24 reflect the past attitudes of many students who enter the program. The sections of this report on counselling discuss the importance of giving the student reason to go to class; the sections on classroom instruction discuss attempts to provide for student success. Even so, there is a habit of non-attendance in the backgrounds of many students, a habit which must be broken.

Two basis techniques are used to encourage attendance. First, paraprofessionals and teachers keep track of attendance and report absences to program staff the same day they occur. Telephone calls or contacts through other students determine the reason for the absence; assistance in solving a problem is given if necessary. This monitering of attendance is not looked on as punitive by the students, since many students call the office before they are absent to "report in."

The second technique to minimize absences is to provide for making up work missed. Videotaping all lectures is one important step in this direction; students can now be required to make up all absences, which should cut down on the number of classes missed. Also students who are fearful of taking tests sometimes look for reasons to be absent on test day. The teachers in the program have to maintain that delicate balance between insisting on tests being taken on time and allowing students to in effect re enroll in the course after a period of absence. This balance probably puts a greater strain than any other problem on teachers in the program.

Attendance is not the final determiner of success in college. College students should know how many absences will hurt their grades, a number which will vary from teacher to teacher. The paraprofessional tutors are valuable teachers in this respect and will tell a student directly, "You can't afford to miss another class."

DEVELOPMENTAL CLASSES

Grade Distribution

Fall, 1973

CLASSES	TOTAL ENROLLED	A	B	C	D	W	I
Speech MWF	14		4	6	1	3	
Speech TTH	30	3	7	13	2	4	1
Reading 9:00	25	2	9	11		1	2
Reading 10:00	19	2	4	7	1	4	1
Science X	13		5	3	3	1	1
Math 1X	7		1	4		2	
Survey 9:00	14		9	2		3	
Survey 11:00	47	5	15	15	5	6	1

W = Withdrawal from course

I = Incomplete

DEVELOPMENTAL CLASSES

Grade Distribution

Spring, 1974

CLASSES	Total Enrolled	A	B	C	D	W	I
Psych. 6:30	33	1	8	16		8	
Psych. 2:30	25		12	10		3	
Reading	42	6	4	9		23	
Hum. in Cont. Life	97	9	30	21	14	23	
English Comp.	56	1	13	11	3	27	1

W = Withdrawal from course

I = Incomplete

DEVELOPMENTAL CLASSES

Fall, 1973

COURSE	UNITS	DAY	TIME	TEACHER
Science 1X*	3	WF (Lec) M (Lab)	8:00 - 8:50 8:00 - 10:50	Riggs Riggs
Math 1X*	3	T,TH	11:00 - 12:15	Miller
Reading Y-1*	2	T,TH	9:00 - 9:50	Miller
Reading Y-2*	2	T,TH	10:00 - 10:50	Miller
Speech 2	3	MWF	12:00 - 12:50	Janssen
Speech 2	3	T,TH	12:30 - 1:45	Janssen
History 15	3	MWF	11:00 - 11:50	Monnett
History 15	3	T,TH	2:00 - 3:15	Monnett

* These courses will not transfer.

DEVELOPMENTAL CLASSES

Spring, 1974

COURSE	UNITS	DAY	TIME	TEACHER
English 1 (Lec)	3	W, 2 labs/week	11:00-11:50	Johnson, Miller
Reading 2Y (Lab)	2	2 labs/week		Shelden, Holiman
Humanities 1	3	MWF	10:00-10:50	Mosher, Holiman, Maio, Doty
Psychology 1-1	3	W	2:30- 5:15	Bodle
Psychology 1-2	3	W	6:30- 9:15	Bodle

LAB HOURS FOR COMPOSITION-READING*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Shelden	Miller	Shelden	Miller	Shelden
10:00		Miller		Miller	
11:00	Holiman		LECTURE		Shelden
1:00	Shelden	Shelden	Shelden	Shelden	

* Students are to sign up for five units of credit, including four hours of lab per week and one hour of lecture.

DEVELOPMENTAL CLASSES
FALL, 1974

COURSE	UNITS	DAY	TIME	TEACHER
Science X*	3	T,Th T W	11:00-11:50(Lec.) 1:00- 3:50(Lab) 1:00- 3:50(Lab)	Riggs
Math 1X*	3	MTWF	10:00-10:50	Miller
Math 2X*	3	MTWF	1:00- 1:50	Miller
Psychology 1**	3	MWF	11:00-11:50	Staff
Psychology 1	3	MWF	1:00- 1:50	Staff
Psychology 1	3	T.Th	12:30- 1:45	Staff
Speech 2**	3	MWF	10:00-10:50	Turner
Speech 2	3	MWF	11:00-11:50	Turner
Speech 2	3	MWF	12:00-12:50	Skeels
Speech 2	3	MWF	2:00-2:50	Turner
Spanish 1a (For Native Speakers)	4	MTWTh	9:00- 9:50	Staff
Reading Y*	2	MW	10:00-10:50	Staff
Reading Y*	2	MW	9:00- 9:50	Staff
Reading Y*	2	T,Th	9:00- 9:50	Staff
Reading Y*	2	T,Th	10:00-10:50	Staff

* These courses will not transfer.
** These sections will improve the student's use of Spanish and English.

READING Y
Bill Miller

Number of Students 44

Number of Students Completing Course 36

1. Name of Course

Reading Fundamentals

2. Catalog description

Prerequisites: None.
Development of optimum reading efficiency through units in college level vocabulary, comprehension and rate. Techniques include viewing timed tachomatic films with comprehension checks, reviewing word-attack skills, reference skills, paragraph organizational patterns and skimming-skanning techniques. Vocabulary checks and comprehension checks given weekly in addition to pre and post Nelson-Denny tests.

3. Student skills developed in the course

Vocabulary, reading speed and comprehension, notetaking, test taking.

4. Textbooks and special materials used

Administration of Individualuzed Reading Inventory (See discussion on pp.). Eye examinations by school nurse identified six students who needed glasses. Tachomatic films and tests for reading speed and comprehension. Vocabulary lists from Death Comes for the Archbishop, assigned in History 15. Also history lecture tapes and tests used to teach study skills.

5. Testing and Grading Practices

Multiple choice quizzes on vocabulary and comprehension. Some short essay answers. Grade based on average of test scores and attendance.

6. Usefulness of tutors in the class

None used

7. Plans for revision of course structure and content for next year

Smaller classes. The following course content is suggested:

Study skills for each course in Developmental Program plus general study skills. Use of a study skills text book about reading and comprehending, lecture note taking and test taking. Skills should be practiced for actual Developmental courses materials.

Reading of materials and discussion of meaning at various levels in class.

Some discussion and practice on word definition - what constitutes a definition and what doesn't.

Standard rate, comprehension and vocabulary development with word attack methods.

8. Evaluation of the reasons for success of the students who completed the course

Regular attendance and effort.

9. Evaluation of reasons some students did not complete the course

Poor attendance and lack of effort.

HISTORY-15
John Monnett

Number of Students 61

Number of Students
Completing Course 51

1. Name of Course

Survey of the American West

2. Catalog description

Prerequisite: None.
A survey of the methods of penetration and the patterns of westward expansion and settlement of the Great American West, including the nature of exploitation, the contribution of minority groups, and the significance of the frontier in American history, with emphasis on the Southwest.

3. Student skills developed in the course (Priority Order)

1. To enable students to understand, analyze, study for, and write a college level essay examination and book critiques.
2. To increase student study skills in a college level lecture course.
3. To increase general vocabulary.

Use of specific instructional objectives are viewed by the instructor as restrictive to students' progress. Evaluations and instruction is based on individual differences.

4. Important subject matter concepts covered in the course (Priority Order)

1. Distinguishing points of view in social science.
2. Appreciation of cultural heritage.
3. Utilization of first hand source material as evidence.
4. Examination of westward expansion as an alternative explanation to the development of America.

5. Textbooks and special materials used

Cather, Death Comes to the Archbishop
Maps
Records & Tapes - (Lectures taped)
Original document - re-prints
Field trips
*A sufficient survey text does not exist for this period. Mimeographed materials and library assignments are supplemented.

6. Testing and Grading Practices

Essay and short answer tests. Grade based on average of test scores, but extra weight given to scores at the end of the semester.

7. Usefulness of tutors in the class

Tutors are of vital necessity to the success of the course. The main emphasis should be on study skills and review. The main drawback is that some students became too dependent on tutors for answers and general topics for exams. Tutors should enable students to learn to study for themselves, enable students to initiate review materials rather than Vice-Versa so that the student can be "on his own" by the last one-quarter of the semester. Small groups are beneficial to this end, but these sessions should be of a more controversal nature in respect to subject matter rather than question and answer session of notes taken in class.

8. Plans for revision of course structure and content for next year

1. The grand and illusive search for a suitable text.
2. Book reviews should be selected from a reading list- more emphasis on writing a critical analysis-many students did not view this requirement as important.
3. Better utilization of maps IF AVAILABLE! most local students have no comprehension of geography of U.S.A.
4. No other changes in content.

9. Evaluation of the reasons for success of the students who completed the course

1. Small group sessions during class periods and with tutors enabled students to organize and synthesize content as well as understand objectives.
2. Taping of lectures as a reinforcement measure.
3. Ability of students to re-take examinations if they wished.

10. Evaluation of reasons some students did not complete the course

Several students needed more experience with the writing of essay tests. Next year there should be more emphasis placed on study skills outside of the history class in the analyzation of exams, book critiques, etc. Reading ability continues to be the core problem however. Motivation seemed to be higher this year than in the past. Effective therapy counseling (bi-lingual) is essential to motivation. There should be one fulltime counselor for the developmental program alone. Students also need to be encouraged to visit the instructor more often with their problems in respect to course rather than tutors or program coordinator. A better needs assessment of each individual student should be made available to instructor.

MATH 1X
Bill Miller

Number of Students 7

Number of Students Completing Course 5

1. Name of course

Fundamental Mathematics

2. Catalog description

Prerequisite: Indicated mathematics deficiency.
Emphasizes basic arithmetic concepts and drill in skills and techniques of computation. Designed for students with low scores on mathematics placement tests. Includes number systems, number bases, fundamental operations with whole numbers, fractions and decimals, measurement, percentage, approximate numbers areas, volume. Credit towards Associate degree only.

3. Student skills developed in the course

Pre algebra math--arithmetic operations.

4. Important subject matter concepts covered in the course

Principles of systems of numberation, addition, subtraction, multiplication, division, fractions, decimals, and signed numbers.

5. Textbooks and special materials used

Fundamentals of Mathematics Stein

6. Testing and grading practices

Daily or weekly quizzes based on homework. Grade based on average of homework and quiz grades.

7. Usefulness of tutors in the class

None used since the class was small.

8. Plans for revision of course structure and content for next year

Similar content but structure from concrete to abstract. Next fall there will be four hours of class time per week. This will permit more time to be spent in class doing assigned work. It is hoped this will allow the solution of difficulties in completing assignments as they arise.

A new text, Pre Algebra Mathematics, has been selected which was specifically designed for students at the developmental level. The text used last year started with an abstract area of number systems. The students saw no value or significance in it and had much difficulty with it. Next fall the course will start with the basic skills of addition, subtraction, multiplication and division, with which the students are familiar but not highly skilled. After these skills have improved, the work will go into the more abstract areas of the basis of the number systems.

9. Evaluation the reasons for success of the students who completed the course

Regular attendance and effort or prior knowledge.

10. Evaluation of reasons some students did not complete the course

Poor attendance

This summer a diagnostic test will determine whether a student should take Math 1X or Math 2X, a high school algebra course. Both classes will be taught as part of the program, using similar techniques.

SCIENCE X
Gene Riggs

Number of Students 13

Number of Students Completing Course 11

1. Name of Course

Developmental Science

2. Catalog description

Prerequisite: None.
A survey science course for the non-science oriented student. The main theme of aspects of human diseases includes areas of biology, chemistry, mathematics and physics with laboratory experiences using science equipment.

3. Student skills developed in the course

1. Introductory skills in reading scientific literature, and interpeting tables and graphs.
2. Application of elementary skills in mathematics to simple scientific problems.
3. Development of manipulative skills with various types of laboratory equipment.
4. Skill in deductive reasoning developed, especially with regard to a number of laboratory situations.
5. Certain skills in utilizing library for resource materials.

4. Important subject matter concepts covered in the course

1. Scientific measurement; the metric system.
2. Astronomy: the earth related to the solar system, outer space and the universe.
3. Physics: matter and motion, energy (potential and kinetic)
4. Chemistry: states of matter, changes in matter, elements and compounds, atomic and volecular theory, biochemistry.

5. Textbooks and special materials used

Textual materials from several scientific disciplines along with films, special duplicated materials and lecture demonstrations using various scientific materials and equipment.

6. Testing and Grading Practices

Daily quizzes and exams graded on point system. Make up work graded on a decreasing point scale. Total points basis for grade.

7. Usefulness of tutors in the class

The tutor assigned for this course was very helpful during times designated for study, especially where problem solving was involved.

He was most important in assisting students in the laboratory portion of the course. I do not know how much the students sought his help outside of class.

8. Plans for revision of course structure and content for next year

The general organization of the course will be the same as this year with a point system used for grading. The students seem to comprehend the system easily and can readily determine their standing at any time. Work which is missed can be made up, but a decreasing point scale encourages students to complete work on time.

The course content is being revised but formulated around certain basic concepts and subject matter areas with the idea that some material will vary from year to year depending upon background of students and topics of current interest and importance.

9. Evaluation of the reasons for success of the students who completed the course.

Only a few had definite ideas about a career, but the majority of students in this class seemed to think that further education would be of benefit to them and were sufficiently motivated to do the work. About fifty percent of the students missed class occasionally and a few consistently. Allowing and encouraging them to make up work, along with extra special urging for a few, got the poorer students through the course.

10. Evaluation of reasons some students did not complete the course

At this time I do not have enough information to give reasons for the students who did not finish the course.

SPEECH 2
Arlo Janssen

Number of Students 44

Number of Students
Completing Course 36

1. Name of Course

Fundamentals of Speech

2. Catalog description

Prerequisite: None.
Study of fundamental techniques of public speaking, experience in construction and delivery of speeches of various types, and evaluation of speeches of other members of the class and the speeches of famous speakers.

3. Student skills developed in the course

1. Oral communication in language lab, in group discussion, and in front of class.
2. Organization of ideas into outline
3. Library research to prepare source materials.
4. Presentation of several points of view about one issue.

4. Important subject matter concepts covered in the course

1. Preplaning means more successful communication.
2. All views on a controversial issue should be heard with respect.
3. Some degree of stage fright is necessary to good speaking.

5. Textbooks and special materials used

Brigance's Speech Communication by Aver
Language lab used to encourage students to tape and listen to their own voices; teacher-made assignments on oral communication as basis for lab work. Review of videotape of classroom debates.
Written and oral question and answer periods.
Student panels.
Library readings.

6. Testing and Grading Practices

Testing based on text material and outlining techniques. Graded on presentations, participation, and tests.

7. Usefulness of tutors in the class

No tutors assigned. Mrs. Holiman attended most classes and helped individual students.

8. Plans for revision of course structure and content for next year

One section had thirty students enrolled and was manageable only because Mr. Janssen and Mrs. Holiman often divided the class into two groups. Also speech classes should meet three times a week rather than two. Text was of minimal value in preparing assignments and should be discontinued. More required library research; at least three sources for each short speech. At least five writing assignments per semester. Next year one speech section will give students the opportunity to give speeches in both Spanish and English. This class will be coordinated with Spanish 1a-b for native speakers.

9. Evaluation of the reasons for success of the students who completed the course

Almost all students were fearful of enrolling in speech, particularly students who native language was Spanish. By the end of the semester only one student still expressed fear about getting up in front of class.

10. Evaluation of reasons some students did not complete the course

Six students who dropped out of college entirely did not complete the course. Only two still in school did not complete; primary reason was failure to attend classes when so much of grade depended on class participation.

PSYCHOLOGY I
Hal Bodle

Number of Students 58

Number of Students Completing Course 47

1. Name of Course

Psychology 1

2. Catalog description

Prerequisite: None.
A survey of the fundamental methods and principles of psychology with major emphasis on growth and development, learning and conditioning principles, psychological measurements--testing, motivation, and emotion.

3. Student skills developed in the course

1. Discussion in classroom and presentation of oral reports to class
2. Tests taken from a specific textbook
3. Application of personal experiences to theories presented in lecture
4. Practice in problem solving techniques

4. Important subject matter concepts covered in the course

1. Understanding motivation as an appointment for growth
2. Understanding reinforcement, conditioning, early experiences and their importance in shaping personality
3. Use of defense mechanisms
4. Importance of each individual, with rights, privilege, responsibilities emphasized

5. Textbooks and special materials used

Introduction to Psychology Hilgurd, Atkinson & Atkinson. (required text)
Contemporary Readings in General Psychology
Psychology Today (basis for student reports to class)
Basic Postulates of Psychology.

6. Testing and Grading Practices

Combination of essay and multiple choice tests. Grade based on test scores, participation, and oral reports.

7. Usefulness of tutors in the class

Excellent. Used as initiators of group discussion and to help students make up assignments missed. Tutoring sessions before tests.

8. Plans for revision of course structure and content for next year

For developmental students, I would recommend a different textbook designed more for personality development based on psychological principles. Illustrative material should be drawn from human experiences rather than primarily from experiments with rats. Course met once a week because the instructor was parttime. Some strain in maintaining attention to subject for two and half hours. The fall schedule includes one psychology section to be taught in Spanish and English, if an instructor can be found. Course would be coordinated with Spanish la-b.

9. Evaluation of the reasons for success of the students who completed the course.

1. Motivation to further education
2. Interest to learn more about selves.
3. Encouragement of coordinator, instructor and tutors.

10. Evaluation of reasons some students did not complete the course.

Not sure. Most left course early in the semester, before I was aware they were going to.

HUMANITIES 1
Marjorie Holiman
Jeanine Maio
Vern Mosher
John Doty

Number of Students 97

Number of Students Completing Course 74

General Structure

1. Name of Course

Humanities in Contemporary Life

2. Catalog description

Prerequisite: Reading Y or equivalent.
An introduction to contemporary art, music, film, and literature as they occur in the mass media. Attendance at two cultural activities will be required.

3. Student skills developed in the course

1. Mandatory attendance to earn one-quarter of grade in course. Responsibility of student to make up classes missed by watching videotape of lectures.
2. Notetaking in a large lecture class.
3. Test taking in a formal, security-conscious situation.
4. Learning by experience rather than explanation; exposure to many examples of art.
5. Training in arriving at personal evaluation about art rather than parroting the views of an instructor.
6. Completion of two reports outside class.
7. Application of general critical definitions to specific examples.
8. Ability to make analogies about art forms.

4. Textbooks and special materials used

Popular Culture Explosion was a required text to expose students to all levels of magazine writing. Selections were assigned when appropriate to art form. Students earned one-quarter of grade by watching cultural events on campus (movies, plays, art shows, musical performances) or watching televison. Two reports turned in, following a question form.

All lectures videotaped and available in audiovisual department. About ten students per week watched tapes for the class. Sign up sheet used.

5. Testing and Grading Practices

Multiple choice and short essay tests. Final exam totally essay; questions on Cuckoo's Nest. Grade ¼ attendance, ¼ cultural event reports, ½ test scores.

6. Usefulness of tutors in the class

Tutors unable to reproduce humanities experiences which took place in class. Less valuable on a daily basis that with History 15; students more able to understand what was expected of them after one semester in college. More use of videotaped lectures than tutors.

7. Evaluation of the reasons for success of the students who completed the course

Student understanding of the system used to determine grades. Use of the tutors meant higher test scores.

8. Evaluation of reasons some students did not complete the course

Failure to complete all requirements for the grade; lack of previous experiences with art. In a few cases students were prejudiced against an art form before they saw examples and were unable to over come this prejudice long enough to evaluate critically.

Course Divisions

I. Television: Introduction to Humanities
Mrs. Holiman
(2 weeks)

3. Student skills developed in the course

    1. Practice in watching television as an art form rather than exclusively as an entertainment escape.
    2. Learning technical and critical terms as applied to television.
    3. First student attempt at combination of multiple choice, matching, and essay tests used in course.

4. Important subject matter concepts covered

    1. Art as communication from artist to audience.
    2. Form and content in art.
    3. Appreciation of technical skill in program production.

5. Textbooks and special materials used

Videotapes from commercial television (General Hospital, Star Trek, All in the Family, Captain Kangaroo, Sesamee Street). Transparencies on overhead of basic definitions and study questions. Film Why Man Creates. Sony camera and monitors to demonstrate technical aspects.

6. Plans for revision of course structure and content for next year

More time spent on preparing students to write cultural event reports so that students would complete these assignments earlier in the semester. Continued emphasis on students forming their own opinions about art.

II. Contemporary Music
Jeanine Maio
(2 weeks)

3. Student skills developed in the course

   1. To introduce students to the five major elements of musical structure.
   2. To apply these elements in listening-hence to develop critical listening abilities for all types of music.
   3. To expose the student to various types of music and composers.

4. Important subject matter concepts covered in the course

   1. Main elements essential to all critical listening & appreciation
   2. To develop an appreciation of all types, styles, and periods of music.
   3. How to listen for the separate parts, before hearing the whole or entire composition.

5. Textbooks and special materials used

   1. Invitation to Listening
   2. What is Rock?
   3. Recordings of all types, particularly several contemporary versions of Bach's Brandenburg Concerto

6. Plans for revision of course structure and content for next year

   1. More time should be allotted for the music section (at least three weeks).
   2. A simple listening outline in their hands for use prior to the course; pre-exposure to certain compositions!!

7. Evaluation of the reasons for success of the students who completed the course

   1. Tests were fairly good.
   2. Students seemed to enjoy music, and feedback indicated a carryover of learning skills.

III. Contemporary Sculpture
Laverne Mosher
(3 1/2 weeks)

3. Student skills developed in the course

   1. Recognition of sculptured forms
   2. Experience with artist practicing his craft
   3. Developing judgment regarding "Form" as well as subject matter
   4. Recognizing artistic use of elements and principles of visual organization

4. Important subject matter concepts covered in the course

   1. Terminology to describe sculptural form, language and technique
   2. Statement of sculpture in relation to the use of space

5. Textbooks and special materials used

   Slides of contemporary sculpture. Filmstrips and films on the four techniques (manipulation, subtraction, substitution, and addition); film on Henry Moore. Demonstration of technique-art shows.

6. Plans for revision of course structure and content for next year

   More student reaction to slides for their content, in addition to recognition of form. Short written reactions by students to encourage them to think about content. A more complete selection of slides. Testing to be more subjective. Need smaller sections for more student involvement.

7. Evaluation of the reasons for success of the students who completed the course

   Attention to individual slides and utilizing material presented (form, elements, principles, etc.) to base judgements.

IV. Contemporary Film
John Doty
(4 weeks)

3. Student skills developed in the course

   A look at film as an art form, the techniques employed and their effectiveness. Writing about visual art, hopefully developing a greater awareness of the artistic facets of film. Study questions were an aid in this direction.

4. Important subject matter concepts covered in the course

   Form and content of the film
   Close-up, long shot, scene shifts, sound track
   Aspects of plot, characterization, setting, symbol.

5. Textbooks and special materials used

   Films (Happy Anniversary, Dream of Wild Horses, Los Olvidados, Salt of the Earth, La Caza, Subida al Cielo.) and a filmstrip about evaluation reading in the text, use of the overhead projector, and study guides for each film. Presentation by audiovisual department on technical aspects of filming.

6. Plans for revision of course structure and content for next year

I have no suggestions for revision of the course structure, but there should be fewer films which require non-Spanish speakers to read subtitles and more with English dialogue. Occasional small group discussions should prove stimulating, led by teachers and tutors.

V. Contemporary Novel
Marjorie Holiman
(4 weeks)

3. Student skills developed in the course

   1. Intensive study of one example of art
   2. Reading one contemporary novel
   3. Taking a two-hour essay final exam

4. Important subject matter concepts covered in the course

   1. Art as means of communicating the artist's view of the world
   2. The novel as a mini-universe

5. Textbooks and special materials used

One Flew Over the Cuckoo's Nest. Selections from criticism of the novel and a written interview with Kesey. Reading of first chapters to class by drama student. Reader's theater presentation to the class of third act of the play version. Guest lecture by Johnnie Cain, a Black novelist who teaches in and writes about Douglas, Arizona. Panel of all teachers in class the last week of course.

6. Plans for revision of course structure and content for next year

The book was difficult for some students to read, particularly because of its point of view, but many students understood and reacted strongly to Kesey's world view. Still a good choice.

ENGLISH 1-COMPOSITION
Don Johnson
Mary Lee Shelden
Bill Miller

Number of Students 56

Number of Students Completing Course 28

1. Name of Course

English 1 - Composition

2. Catalog description

The student writes approximately 5000 words of expository prose, including the techniques of narration and description. Student is introduced to the methodology of writing documented papers.

3. Student skills developed in the course

Presentation of history of the language, basic sentence patterns, semantics and diction and introduction of various expository techniques for essay development-description, definition, comparison-contrast, example and illustration, analysis, et. al. Skills focused on spelling, organization of ideas in expository writing, use of techniques of development, revision of papers.

4. Important subject matter concepts covered in the course

1. Completion of a specific number of assignments, use of performance objectives.
2. Self-paced instruction.
3. Student selection of subject matter (reading selections, writing topics).

5. Textbooks and special materials used

McCrimmon's *Writing with a Purpose*

Lectures one day a week based on text.

Two hours in learning lab per week to complete essay assignments and individualized instruction to improve mechanical skills.

Over three-hundred worksheets available in lab, as well as prepackaged materials. Designed to solve specific problems such as omitting verb endings or poor spelling habits.

6. Testing and Grading Practices

Midterm and final of mechanics and in class writing. Two in class themes. Grades based on average of grades on tests and compositions.

7. Usefulness of tutors in the class

Two tutors assigned to each hour of lab. Helpful in keeping track of attendance and assignments completed, also in convincing student to begin writing. Sometimes read assignments in rough draft form. Enabled students to work on different assignments at the same time in lab.

8. Plans for revision of course structure and content for next year

Students need more time in lecture-discussion sessions, perhaps in small groups so that concepts can be clarified and discussed in some detail. Of the twenty students who were present, none seemed overwhelmed by material; but other relied only on video taping of presentations.

The lab structure allows for individualized instruction, a necessity when students have so many specific skill weaknesses. Course suffered from team teaching. Students complained about having different teachers in the lab at different hours. (Mrs. Shelden in lab nine hours per week, Mr. Miller four hours, Mrs. Holiman one, Mr. Johnson in lecture section.) Division of labor was necessary because no one teacher was available to stay in the lab fulltime. Students made low scores on the section on the final designed to test ability to revise papers. The loose structure of the course apparently did not teach this skill. Next year Mrs. Anderson, as a full-time staff member for the program, should spend the spring semester in the lab.

Also more communication through audiovisual means should be included as a formal segment of the course. A film or videotape could be substituted for at least one written composition.

9. Evaluation of the reasons for success of the students who completed the course

Ability to adapt to individualized instruction. Conquering fear of written communication.

10. Evaluation of reasons some students did not complete the course

Some students put off assignments and found it difficult to ask questions rather than follow daily assignment pattern. Course emphasis was on the total semester's goals. The number of students failing to complete was not abnormal for students with similar backgrounds, but next year changes should be instituted to insure more students complete the course (see point 7)

INDIVIDUALIZED READING 2Y
Mary Lee Shelden

Number of Students 42

Number of Students
Completing Course 19

1. Name of Course

Individualized reading

2. Catalog description

A programmed second semester of reading for students falling below the 51 percentile on the Nelson-Denny reading test, particularly bilingual or foreign students. Emphasis will be placed on growth of college vocabulary, reading rate above 300 wpm and advanced comprehension skills for college textbooks. Emphasis will be placed on individualized self-study in the LRC, in addition to reading lab work.

3. Student skills developed in the course

Reading rate to 300 wpm
College vocabulary growth
Comprehension of factual reading

4. Important subject matter concepts covered in the course

How to generalize, locate details, conclude, infer, weigh material critically and use context clues for meaning.

5. Textbooks and special materials used

Worksheets - Student textbooks from other classes. Sack Your man College Speed Reading Essays. Reading pacers, ORA films and work books
Up From the Bottom series
Tactics I, II, III cards

6. Testing and Grading Practices

Multiple-choice quizzes on films and comprehension. Vocabulary quizzes using a combination of forms. Grade based on completion of all assignments with 80% or better.

7. Usefulness of tutors in the class

Not too! Tutors are good for paperwork, running machinery and locating materials. They can not really assist a study in a needed skill's area except to review for tests which they did faithfully. Their background skills in reading are limited as are those of most college freshmen.

8. Plans for revision of course structure and content for next year

One hour a week in class outside the lab to go over comprehension problems in group-discussion. More regulation on selection of vocabulary and tests. More individual tutoring for very low students. Place more emphasis on general comprehension skills the first semester. Place those who are still below the 25th percentile the 2nd semester in a regular class instead of the 2Y lab.

9. Evaluation of the reasons for success of the students who completed the course

They had stuck-to-it-ness. They could work independently. They were self-motivated. They could use machines. They had regular attendance and asked for help. Could move from one task to another without instruction or wasted time. They were willing to revise and recopy. They saw themselves as more successful than the others from the outset. This doesn't mean that their skills were any better. Some were worse than the drops.

10. Evaluation of reasons some students did not complete the course

Several students did not receive credit because they did not complete vocabulary assignments. Some were too immature, couldn't work in a loose structure, couldn't work alone, missed class unnecessarily. Failed to consult instructor for revision instructions or refused to recopy and correct. Not self-motivated or academically motivated. No great urge to succeed or be different from past expectations, whether these were justly made or not. They couldn't see themselves as a classroom success even in a lab.

SPANISH la-b FOR NATIVE SPEAKERS
Phil Jaramillo
For Fall, 1974

I. Program Description

Mexican-American students have unique needs which are seldom met in traditional Spanish language classes. Briefly, the Mexican-American Spanish speaker needs to learn:

1. How to read and write in Spanish
2. How to make use of his southwestern Spanish dialect to facilitate his skills when reading, speaking or writing in the so-called "standard" or "universal" Spanish.

The Mexican-American has all the potential to become the first truly bilingual-bicultural, modern educated human being in history. You know as well as I that speaking two languages does not make a person bilingual nor bicultural. Bilingualism and biculturalism are very real phenomena of our history; a state of bilingualism and biculturalism exists throughout the southwest among Mexican-Americans. However, it has to be developed; otherwise the full value of bilingualism and biculturalism will always remain a social and cultural handicap, rather than an ingredient of true modern and progressive education.

In Spanish la this up-coming fall, I propose to do the following things:

1. Vocabulary Development

   There will be two types of vocabulary development that the students will be involved in: (a.) Technical Vocabulary, (b.) Descriptive Vocabulary.

   a. Technical Vocabulary. That vocabulary that students do not possess in their southwestern dialect. Students will read (in class with instructor) short articles written in Spanish on various topics: psychology, sociology, history, philosophy, etc. Perhaps one topic or field should be adhered to; I don't know at this point. In any case, prior to the reading of these articles, the students would be given and explained to by the instructor, all the new vocabulary. English cognates will be used to aide in the expansion of this new vocabulary.

   b. Descriptive Vocabulary. That vocabulary which a bilingual student lacks (cannot find the right word in one language and switches to the other language). Students will be given opportunities to describe orally both technical and academic problems, based on the reading or discussions in class. The student will be allowed to finish his oral description with the vocabulary he possesses. At the end of his presentation, the student will be given by the instructor the technical or academic vocabulary he lacked in his first try; he will be asked to do it again at a later date with the new vocabulary.

2. Writing Development

Students will begin by learning how to spell words in Spanish by adhering to the Spanish alphabet sounds. Often, students spell words in Spanish by adhering to the English alphabet sounds. Once students learn the basic letter-sound correspondence involved in spelling words in Spanish, then other things such as titles, short dichos (sayings) and short sentences will be spelled. All this spelling will be kept in a notebook that is to be handed in periodically for credit. Ultimately, short dictations based on class discussions and readings will be written and handed in to the instructor.

3. Reading Development

This aspect of the class strives to develop good reading skills with comprehension. Students will be involved in good pronunciation, word roots, prefixes, suffixes, phonetic-joiners, reading for identification, reading for comprehension, reading pauses, etc. The main emphasis will be on good reading mechanics, involving how to read, why to read, comprehending what you read, note-taking while you read.

4. Teaching Grammar

In this section, I propose to focus only on those aspects of grammar that are trouble spots for Mexican-American students. As we know, the linguistic problems that face the Mexican-American student in Spanish are many and complex. Simply put, he needs to learn to read and write correctly in his native language. Also, he needs to learn to read and write in the "modern standard Spanish," since no written materials exist in his local southwestern dialect. This means, of course, that the student must learn to function with a "written Spanish" as opposed to his archaic popular Spanish which he uses at home. Just as is true in English, both forms of communication are equally valid; people must simply be made to understand that one is "Book Spanish" and the other is "home Spanish."

II. Recommended Textbooks

I propose to use the following textbook: Espanol para los hispanos, by Pauline Baker. National Textbook Company. Skokie, Illinois. 60076.

Also, other books will be used to select the various articles which I have mentioned above. Students will only be required to buy the one book.

I am also thinking that all students should have a bilingual dictionary. I'll look for a good paperback.

III. Coordination with other Developmental Classes

One speech section and one psychology section are being offered in Spanish for next fall. Skill development will be coordinated with these content classes where Spanish will be the medium of instruction.

Reinforcement Seminars for Developmental Students in Two-Year RN Program

Marion Dorma n and Gloria Siciliano

Developmental students in the nursing program do very poorly on written tests even though they appear to have comprehension. They can verbally express their knowledge, but have difficulty conceptualizing ideas on paper. Several techniques have limited these problems:

(1) Ideas presented in lecture step by step. Verbal and written expression of the steps in a thought process. By using step by step study guides in class, the instructor was able to pin point individual problems in understanding.

(2) Reinforcement Classes. This was done by an instructor not teaching the class. No new material was introduced in this class. The review incorporated the notes taken by the student, discussion of concepts the student did not understand, and verbal quizzing of material. This was done in a relaxed, friendly, let's-all-of-us-work-together attitude. The instructor had a complete set of the material the primary instructor used. Developmental students were required to attend these classes. When attendance was voluntary, those students needing the assistance did not attend; only the brighter students attended. Any student with grades of 74 or below was required to attend these reinforcement classes. The developmental student does exhibit feelings that "Here I am the dumb one again." To overcome this feeling, the arrangement in schedule of classes was done so the developmental student would have 1½ hours extra time and still be in a smaller group. The name of this reinforcement was changed to "Nursing Seminar" for the same reason.

(3) Student questions. Students were allowed without any kind of penalty to question and ask the primary instructor to repeat during class.

Developmental students very rarely used this perogative. The reinforcement class in a smaller group gave the students this opportunity. It was not a gripe session. These comments allowed the primary instructor to improve presentation of material. The ingredient not measurable but essential is the development of rapport with an instructor. Even if the student was failing at a specific point in the semester, if she was aware the instructor was interested and had an understanding of her problem, the student did not drop out. When the student for whatever reason had to leave school, she usually discussed her plans with the instructor.

(4) Minority staff member. It was felt by those nurses who participated in these classes that it was essential that the nurse doing the reinforcement be a member of a minority group, in this case Mexican-American. There is a definite need for a role model. It would be more to the point if this person was more within the age group of the student as well as knowledgeable, understanding, warm, and capable of working well with other faculty members, willing to give more time than her peers. We never got to prove this but felt our findings were going this way. Developmental staff must work well with all other departments in the school in order to aid and assist the student to a maximum level.

(5) Reading comprehension and vocabulary. Through remedial reading classes a reading comprehension level should be attained by each student so that she would at least have a 75% chance at state boards. Primarily because of time required to keep up with classes in the nursing program itself, this goal was not reached by every student. In the reinforcement classes not only was the medical terminology stressed,

but the difficult English words in the textbooks were defined. Comprehension of the textbook was attempted.

(6) Sensitivity to student maturity. Drive and accomplishment were related to maturity and family support. Socio-economic factors appeared to be the greatest impediment when the student had average ability. Students achieved in four semesters if their families valued education, no matter what their educational background, and if family income could tolerate the student not bringing an income into the home. One student resented her placement in a reinforcement class from the first day she arrived at the school. She felt she was being called dumb again. She attended these classes in the beginning only when she was required. She had drive because of experience and family support. As she progressed into the third semester, she was attending reinforcement classes without any pressure. At the end of the fourth semester she stated, "My reading level could be low; I will go and be tested and attend whatever number of classes it takes to improve my level. I've always recognized I needed help." It was our opinion this girl would fail state boards not because she lacked knowledge but because of the timed reading comprehension required on the state board exam. We feel now with her acceptance of her problem and an active participation in a program of improvement in this area, she will have a good chance at passing. (This girl is to receive an an award as the best clinical nurse in the class.) It is our opinion the four smesters' work with this student in the previously mentioned steps has caused this change in attitude.

English Composition: Individual Tutoring

Mr. Larry Gunter

I have been involved with several developmental students this semester, either individually in a tutoring situation or as regular students in English composition.

With one student I was struck by his reluctance to communicate in the classroom setting. To overcome the problem, I met with the student on numerous occasions for approximately fifteen minutes over a period of several weeks. The meetings were very informal and our conversations ranged from personal experiences to the informal, unstructured short daily readings I asked the student to do. One immediate outcome of this contact was that the student became relaxed and comfortable with me... to the extent that be began to seek direction and assistance on the papers assigned in class. Seeking appropriate help is no small step for the developmental student. Although the student is still largely non-vocal in class, he has earned a very solidly satisfactory performance with written assignments.

SKILL DEVELOPMENT
(PRE AND POST EVALUATION)

Skill Development

The sub skills listed below to the left are necessary to understanding and earning credit in college classes. The discussion on individual classes beginning on p.80 lists skills significant in each course, but the program must insure that each skill is consciously practiced by the students over and over during the year.

Book length Assignments	English, History, Humanities
Group Discussion	Speech, History, Psychology
Laboratory Work	Science, English, Reading
Magazine Reading	English, Psychology
Note taking	Reading, History, Psychology, Humanities, English
Oral Communication to a Group	Speech, Psychology
Test taking (essay)	History, Psychology, Humanities, Speech
Test taking (objective)	Science, Math, Humanities, Psychology, English, Reading
Textbook Comprehension	Reading, Psychology, Math, Science
Vocabulary	All classes
Written Communication	History, Composition, Psychology, Humanities

Notetaking and Test Taking

The best evaluation of notetaking would be two videotapes made at the beginning and end of the fall semester in History 15. The first week of class there is a continuous barage of complaints in the developmental office about how fast the teacher talks. Students try to take notes for five or ten minutes; then lose track of the lecture for another five minutes. A fifty-minute lecture is an exercise in torture, and the tutors spend much of their time outside class repeating the information given in lecture. By the end of the fall semester these activities have stopped, and students are able to take notes for a fifty-minute period without omitting significant points.

Test taking is also difficult to measure objectively; the clearest measure of performance are the grade reports in Appendix A. The number of students who openly fear tests decreases during the year, proven by the fact that students stop asking the teacher or program staff to be excused from taking tests.

Some students join the program with a physical fear of the testing situation which prevents them from performing on a test.

The most important technique in overcoming this fear was allowing students to repeat the first two or three tests in a course without penalty. By omitting secrecy about what questions would be asked and what form the test would take, the teacher allowed the student to concentrate on the content being tested. This technique could be abused if students waited to study until they knew what the questions would be. Decisions about testing problems of individual students should be handled in staff meetings.

A significant change in essay testing occurs over the year for many students. At the beginning of the year, in history, essay answers had to be spoon fed by teacher and tutors. The answers contained information but little understanding of the concepts involved in the question. By the end of the year no tutors were required for the final exam in humanities, and the teacher gave suggestions about how to derive an answer rather than specific details to be written on the test. Most answers included conclusions as well as information. In the future more attempts should be made to show this change statistically.

Reading Skills
Ann Anderson

The Nelson Denny Test, form A and B, and the Individualized Reading Inventory (IRI) were administered to students in the Developmental Program. The Nelson Denny was used as a tool to determine placement in the program. A student scoring below thirtieth percentile on the test was offered enrollment in the Developmental Program. The IRI provided a detailed diagnosis of a student's reading deficits. The information from the test served as a course outline for the reading classes. The IRI pretest and Form A of the Nelson Denny were administered in the beginning of the fall semester. The Nelson Denny, Form B, was given at the completion of the Reading Y class in December, 1973. At the end of Reading 2Y in the spring semester, the IRI post test was administered.

A student was expected to read at the 10th grade level to be capable of reading college material. To read at the 10th grade level, a student must have mastered phonics skills, vocabulary at a 10th grade level and the comprehension skills involving main idea, inference, supporting details and context clues. A student who is functioning at or below the 8th grade level may be able to pass his classes because of the nature of the courses. Most courses in the Developmental Program are lectures in which the instructor amplifies the readings from the textbook. A student's listening level is generally two years beyond his reading level. A student on the 8th grade level in reading is functioning at the 10th grade listening level. It is the information the student receives from the lectures rather than from the textbook that enables him to function in the class. Tutors are provided in all subject areas for the developmental students. The student tutors provide an oral reinforcement for course material from both the lecture and the textbook.

The difficulty for the student will come in his sophomore year, unless his reading scores improve.

The results of both tests are containted in the table beginning on page 115.

Analysis: The sample group was comprised of 55 developmental students at the end of the spring semester. Thrity-four students were given the IRI pre and post test; thrity-one students completed form A and B of the Nelson Denny. Only twenty-eight students completed the pre and post for both **tests**.

In analyzing the results from the IRI: thirteen students showed no score change; four students decreased one grade level; seventeen students increased an average of 1.9 grade levels; thrity-four (total sample) increased an average of .8 grade level.

From analyzing the Nelson Denny: twenty-four students increased 2.1 grade levels; seven students decreased .8 grade level; thirty-one (total sample) increased 1.4 grade levels.

The average rate increase for the total group (44) was 32.8 words per minute. Thirty-five students showed an increase below 50%; eight students showed an increase of 50%; one student showed an increase of 100%.

In analyzing the breakdown by grade levels on the IRI and the Nelson Denny, eight of the nine students who scored at or below the 8th grade level received comparable scores on the IRI test. At the 9th grade level none of the scores correlated, while only three scores correlated at the 10th grade level or above.

Grade Equivalency Break Down of Tests

IRI	NELSON DENNY	
17	5	below 8th grade
12	4	8th grade
5	5	9th grade
10	17	10th grade

This high positive correlation between the Nelson Denny and the IRI at the lower reading level clearly identifies students with outstanding reading deficiencies.

The discrepancy in the mean scores between the Nelson Denny and the IRI is due to the different ranges of the tests. The IRI was comprised of reading material from the 4th through the 10th grade level. The lowest possible score on the Nelson Denny was 7th grade, with a ceiling of 14th grade level. Students scoring at the 7th grade level were possibly reading at a lower level.

Conclusion: Although the function of the two tests were diverse, the combination of the Nelson Denny and the IRI clearly identified the students with significant reading problems. I recommend that the Developmental Program continue using both the Nelson Denny and the IRI tests. Every effort should be made to test all the students with both the IRI and the Nelson Denny. The results from these tests should be used to plan the reading program.

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Writing Skills

Although improvement in writing skills is implied in the assignment of reports and essay tests, the primary instruction in writing took place in the spring semester composition class, following a semester of oral composition in Speech 2. A pretest of mechanical skills (punctuation, spelling, usage, capitalization, sentence as a unit of thought) lead to individual instruction in problem areas. Testing at the end of the semester did not include a post test of all the same mechanical skills. Next year tests should be more standardized to show the amount of progress made by each student.

An inherent weakness remains in any test of mechanical skills, however. A student may have learned through previous instruction how to complete worksheets on mechanics, yet not be able to write an understandable paragraph. Primary emphasis must be placed on theme assignments. Below are two examples of pre and post writings on descriptive topics. All were done in classroom situations.

Pre Test 1 Physical Description

The man is about six feet four and think he is good at a man's game which is basketball. Well not really six feet four more like five feet six. He is very hairy and has stub's as a hand. He has a hair do that just drive the women crazy. He never has a coat and never get cold. He stays in the dorm with a mog on his face. He never think's negitive and look's at the good things in life. His hair is black with fair skin. He is a man who love's the out door's. But now he need's a shave. He is a women pet. and a man's threat. Born as far as in a small town just out side Benson or Serria Vista. Kind of husky and kind of strong. He does everything he is told not to do. He is very small but carry a heavy load. His name is little Joe and is a friend of mine I met this year.

Post Test 1 My First Car.

My first car that I've ever owned. It was a sisty-nine Dodge, Grey and black with a black vinel roof. The car it self was just a masterpiece of workmanship, I mean just great all over.

It had a 442 with five speed on the floor., eight track with good speakers, the interior, man you shood have seen the interior. A smooth silk like material that had a deep black color. The seats was like clouds, soft as could be, floating in the air as the clouds does, on a not to windy day, just sitting there made you feel this. The carpet was black with a light shade of grey around the primeter of the car inside. It had bucket seats with head rests, and you could elevate your seats to that perticlsluar spot you felt would do.

The car was very fast too, I estamate it could go ate least eleven flat in the quater of a speed of 130 mph's. And as I ease back into the seats just a piping. I here people say "That Herman, Cool Herman."

And I figure there is as not a car on the block who could ever come close to its great ability an the strights. Although tere was some who came close some of the times. I thought more of this car than anything else on the face of the earth. But as time passed, better cars came out, I started to loose interest in my wonder car. Although I still love the car even more. I can look back and see all the good times I had in it, and see the wanders of life when I was small.

Pre Test 2 Physical Description

He is a six foot three inches tall negro. Hair is curly, cut around the ears. Ear are small and shiney. Forehead is small, four wrinkles upon it. Round eyes covered by long eyelashes. Under low eyebrows. Flat nose over thin lips surrounded by thin cheek bones. A few hair's sprouting from thin chin. Neck is long and skinney. Blue, white, colored shirt covered fully by one forth inch diameter circules. Thin, long, chest hidden by lose fitting shirt. Arms covered by long sleeves. Fingers in total wear two rings. Brown leather belt embroidered with flowers. Levis jeans streching thirty inches around the waist. Falling down over thirty six inches of skinny legs. Bottoms cuffed and shaped to bell bottoms. Tan socks hide about. Mylon material low cut sportwear shoes. Light borwn striped on side by darter brown and white. Bottom of vibors soles supporting one hundred and sixty-five pounds.

Post Test 2 Two Basketball Fans

Frankie and Tony go to every possible basketball game during the season. Although they enjoy them, it is quite not for the same reasons.

Tony graduated two years ago from high school where as Frankie one year. Tony was a basketball star all four years of his high school days. He played to have something to do. He is five feet eight inches tall, about one hundred and seventy five pounds. Colleges around the area granted him sport scholarships, but he wasn't interested enough. He had his dreams set on a job, money, and girls. Frankie too was good in basketball, but not good enough for a scholarship. He really took basketball serious. As a free scount almost made some college basketball teams. At six feet even, one hundred and eighty pounds he still stayed in college for education.

Frankie would attend basketball games to watch for technic and the art of the game. Yelling at the top of his lungs, he really got involved by watching the game. After the game, into the loockrooms he would go to congradulate the winning team. Tony in the otherhand went to remember his old days of being the hero. He would pay some attention to the game. Most of his attention was focused on the poms and cheerleaders. The role of Don Juan the lover he tried to perfect with some of the rusty watchers. Parties are his specialties, he was begin to aquire a potbelly of being out of shape. Frankie was in good shape by play basketball every day for the love of it.

At this point it is difficult to say exactly what objective measure can be used on these pre and post tests. There is more a continuous thought process in the post tests, but mechanical errors have been far from eliminated. Both students wrote approximately 5000 words and performed more adequately when not in a test situation. Both also need to continue working on writing skills next semester.

Math and Spanish Language

Instruments are presently being developed to provide pre and post testing in math and Spanish language skills. A placement and diagnostic instrument in math was used with some students last summer. Previously placement in the X-series of math classes had been determined on the basis of what courses a student had completed in high school, but diagnosis revealed that a student who had completed one year of high school algebra might be unable to multiply fractions, a skill usually covered in general math. Teaching sub skills must necessarily be the basis for math instruction in developmental classes. Pre and post test scores will be available after next fall's classes.

The course outline for Spanish la-b for native speakers lists areas of skill development. By the end of next year pre and post instruments should be developed specifically for native speakers, similar to the Individualized Reading Inventory used for English language skills (see discussion beginning on p.112). There is little standardized material available to test the native speaker. The bilingual test being developed by the border colleges and the Educational Testing Service should prove valuable in this area. The goal will be to determine skill development in both languages at the time the student enters college. This knowledge will be necessary to create content classes taught in both Spanish and English.

SPECIAL ACTIVITIES TO PROMOTE INSTRUCTION AND COUNSELLING

Tennessee Self-Concept Scale

Monica Schwarzblatt

The Tennessee Self-Concept Scale was administered to students in the Developmental Program at the beginning and at the end of the academic year. This test was used to measure the self-concept of the students in the Developmental Program.

The self-concept is an important means of studying and understanding human behavior.

William H. Fitts, the developer of the test says:
"The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health. Those people who see themselves as undesirable, worthless, or "bad" tend to act accordingly" . . .

The students in the Developmental Program have an academic background of low high-school grades or have dropped out from high school. This group was compared with another group of students (Control Group) with a similar academic background but who chose not to become part of the Developmental Program.

It was assumed then, that the students who entered in the Developmental Program had a lower self-concept than the ones that didn't enter. Students in both groups had failures but the difference in their self-concepts gave them a different attitude towards themselves.

ANALYSIS:

At the beginning of the academic year, 60 Developmental students (35 men and 25 women) were given the "Tennessee Self-Concept Scale". At the end of the year 39 students (23 men and 16 women) completed it. The Control Group was composed of 65 students (38 men and 27 women) that were given the test. At the end of the year, 46 students (27 men and 19 women) completed it.

In general, the first part of the research showed that there was a statistically significant difference between the students in the Developmental Program and the Control Group. The students in the Developmental Group had lower self-concepts than the students in the Control Group, with the exception of the men that scored as high as the men in the Control Group.

In the second part of the research we compared the scores of the pre-test and the post-test of the Developmental Group, the scores of the pre-test and the post-test of the Control Group, and the post-test scores of the Developmental and Control Group. The results showed that both groups raised their self-concept in an equivalent level, maintaining then the difference they had before.

A more detailed analysis shows that comparing the results of the pre-test and post-test of the Experimental Group (Developmental Students) the total group and the women raised their self-concepts.

The men instead that had a higher self-concept in the pre-test lowered their self-concepts in a small amount.

The results of the pre-test and post-test of the Control Group show that the total group, the men group and women group raised their self-concepts.

The comparison of the post-testing between the Experimental Group and the Control Group shows that there is a significant difference in their self-concept. Although both groups raised their self-concepts, they did it in an equivalent level.

There was one exception: Women in the Experimental Group raised their self-concept in a larger proportion than women in the Control Group, because even though there was a difference in favor of the Control Group it was not statistically significant.

Conclusion:

The results of the research show the beneficial effects the college in general had on its students contributing to raise their self-concepts. This change in turn has a positive influence on their behavior. Apparently the students in the Control Group and in the Developmental Program had a successful experience coming to college.

What we can hypothesize now is whether these students, with lower self-concepts than the rest of their peers, would have come to the college at all unless the Developmental Program supported them or if they did if they would have been able to succeed without the help of this special program.

We can hypothesize also in view of the results that the Developmental Program has a positive influence on students with a low self-concept; this is not necessarily true for people that have a higher self-concept of themselves, in spite of the fact that they can have the same academic problems.

I recommend that the Developmental Program continue assessing the effects the college has on its students in the way important area of their personality.

Special Activities

One vital teaching and counselling tool are the group activities of students and program staff. Students believe in the concept of the program because staff involvement does not stop at the classroom door. The program coordinator planned and supervised these activities. About three per cent of the federal funds were spent this year on the following events.

Trip to Missions

The first segment of the History 15 class is a discussion of the entrance of Spain into the southwestern United States. Two missions founded by Father Kino, Tumacacori and San Xavier, are within one hundred miles of the college. An all-day field trip to these missions involved Mr. Monnett and fourty of the students in the program. The purpose of this trip was to make a connection between the abstractions presented in lecture and the concrete physical remains. Many of the students found great beauty in San Xavier, which has been in continous use since its founding and rises in blazing white magesty from a farm valley of an indian reservation.

Parent's Day

The program coordinator and several students prepared a videotape of segments of developmental classes for the Sunday open house of the entire college. Mrs. Schwarzblatt called the parents of developmental students and encouraged them to attend. About ten families visited the campus, a percentage similar to that for the total campus population.

Trip to Hermosillo, Mexico (Cultural Awareness Workshop)

The following itinerary was followed on this trip. Sixty-two students and director of the campus security took the trip.

Friday, November 9

1:00 P.M.	Go to immigration in Agua Prieta to get visas.
3:00 P.M.	Bus leaves bus stations. (Calle 4, Ave. 4, Numero 400)
10:00 P.M.	Arrive at Hotel San Alberto in Hermosillo

Saturday, November 10

9:00 A.M.	Breakfast and group assignments for exploring the city.
3:00 P.M.	Return to hotel to discuss answers to assignment questions.
8:00 P.M.	Dinner at Hotel Internacional.

Sunday, November 11

7:00 A.M.	Early mass and breakfast.
9:00 A.M.	Leave for Kino Bay.
8:00 P.M.	Return to Hermosillo for the night.

Monday, November 12

9:00 A.M.	Leave for home

The purpose of this trip was similar to the summer institutes for Cochise teachers being held under the Title III grant. Only six of the students on the trip had ever lived in Mexico; only a few others had visited more than five miles south of the Douglas border station. The exploration of the city involved going in small groups to El Universidad de Sonora, El Mercado, and stores in the center of town. When the students returned, they answered questions about what they saw. The questions were given in Sqanish because the students had to cope with Spanish as the basis for communication in Mexican society, whatever the student's native language may have been. At times during the weekend a great deal of translating occurred.

Below are listed the questions and representative responses. They give some idea of the lively discussions that took place on the trip.

1. ¿Cómo se viste normalmente la gente en el centro? Describa 2 o 3 ejemplos específicos de como se viste la gente.

   They dress quite conservatively in the day. Shorts were no where to be seen except for the ones I was wearing. They always dress properly such as men wear neat clothes, slacks or levi's. Girls wore dresses or pants.

   The girls wore the same kind of pants. Little children were barefoot. The older people wore regular clothes.

   The people dress as good as me or any other people. I saw some people dressed in cuff pants the whole works.

2. ¿Cuáles son las destintas especialida de que se estudian en la universidad? ¿Hay algunas carreras que se dan alla que no se dan en el Cochise College?

   There is business, nursing, medicine, engineering, law, etc. At the University they have courses for vetenarians.

   They have classes which go more in to medicine and specialize in training people for scientific research.

3. ¿Cómo reacciona la.gente de México con respecto a Uds? ¿Saben que son de U.S.? ¿Como?

   They check you out from head to toes. Yes, mainly cause we were in groups, had a camera, and were speaking English.

   They weren't very friendly since they seemed to know we weren't from here. Some were but very few.

   Preguntamos mucho y andamos mas o menos bien vestidos, pagamos con American Money y toda la cosa.

4. ¿Cuáles leyes de tráfico puede Ud. notar? ¿Son diferentes de las de Arizona?

   They were the same except no speed limit and probably not to many experience drivers from drivers ed classes.

   People don't follow too many rules they drive as they please, and you hardly see highway patrols after cars.

   There aren't any traffic laws whatsoever.

5. ¿Que se vende en el mercado? ¿Hay tiendas que parecen "American"? ¿Si las hay, que el lo que las hace parecer cómo, "American"?

   They sell a lot of things like fruits, meat, vegetables, coffee, etc. No there aren't markets that seems like an American markets.

   Mostly meat and vegetables are sold at the Mercado. There was a large department store called Mazon which looked like a U.S. store.

   They sell rotting meat.

6. ¿Qué ha visto Ud. que no esperaba ver cuando empezó este viaje?

   They don't have dogs around.

   Tanta chicas tan bonitas

   I didn't expect to see hambrugers and french fries.

   Neither did I expect to see Gorden's gin on the shelf of a liquor store.

   The girls were very friendly and the guys were jealous.

   The traffic.

   The ticket meters against the building insted of in the street or sidewalk.

   High prices.

   I thought Mexico was more mod, and everything is not as solid as the products, buildings, materials in the U.S.

   I didn't expect to see VW's and motorcycles.

Trip to Pima College, University of Arizona, American Grafitti

In March fourty students and Mr. Ortega spent the day in Tucson to visit programs at another community college. The Dean of Student Development gave a lively explanation of counselling at Pima, and students visited with teachers in police science, engineering, early childhood education, and the alternative learning center. The students ate dinner at the much larger University of Arizona, and some attended a showing of *American Graffiti* in the evening. The purpose of the trip was to stimulate discussion about possible careers and transfer to a university. The movie was incorporated into a discussion in humanities.

Dia de la Raza

Although this activity was sponsored by the Spanish Club and the MECHA club on campus, many developmental students participated in the day's activities, which included selling homemade tacos and tamales in front of the Student Union, attending lectures by guest speakers, a teatro presentation by Cochise and Mesa Community College students, and a dance in the evening. Approximately 200-300 people attended the activities.

Speech by Johnnie Cain

At the beginning of the discussion of the novel in humanities, Johnnie Cain gave a guest lecture on her writing; she discussed her goals and desires as a Black novelist writing in the United States. Because she is so well known to students on campus through her high school teaching, the lecture became an event attended by fifty or sixty students not enrolled in the class. Her ability to express her love to the students and her challenge to them to work hard was one of the best modivating tools of the entire year.

Performance of Of Mice and Men

Fifteen students and Mr. Gunter went to the Tucson Community Center one Sunday. It was the students' first attendance at a live theater presentation by a professional theater group. Most of the students used the event as a basis for one of the cultural reports in humanities, and all were surprised at how real the performance appeared to be. They indicated they would like to go again.

End-of-the-Year Party

After final exams a student committee planned a party at the home of the program coordinator. This was a social function, but testified to the closeness of the group.

EVALUATION

Retention and Student GPA

What does individual student success mean in numerical terms? Ninety per cent of developmental students have completed one semester's work. Approximately seventy per cent have completed two semesters. Fourty-five per cent of the students who began classes in Fall, 1972, have completed four semesters of work; fourty-seven per cent intend to continue their education next fall, either at Cochise or a state university. Twenty-three per cent have graduated from Cochise. The numbers are expressed below in table form. No comparable figures are available for the total student population at Cochise.

	Fall, 72	Spring, 73	Fall, 73	Spring, 74
First Enrolled	48	5	66	10
Completed one semester	41	3	60	9
Completed two semesters	34	2	48	
Completed three semesters	32	4		
Completed fourth semester	22			
Graduated	11			
To continue college Fall, 1974	22	2	44	9

Another measure of success is the student grade point average, high school as compared to college.

	Average h.s. GPA	Cochise 1st year GPA	Cochise 2nd year GPA
Freshmen, 1972	1.899	2.160	2.240
Freshmen, 1973	1.982*	2.253	

Individual changes are given in Appendix A. These figures will be analyzed for significant correlations in a separate report.

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* The high school GPA represents the grades for the seventy-two percent of the students who graduated; it does not include high school dropouts or students who attended school in Mexico.

Student Participation in College Life

One measure of a student attitude toward himself is his willingness to give his time and energy to school activities. Generally developmental students did not take leadership roles in high school. Below are listed individual student achievements of the 1973 freshmen.

Student Senators, 1973 - 74

Darrell Hensley
Mike Humberstone

Student Body Officers 1974 - 75

Joe Lopez, Student Body President
Ignacio Ibarra, Cultural Events Board Chairman

Members of Teatro Indio

Gerardo Archuleta
Jaime Legaretta
Octaviano Gomez
Max Torres
Ramon Valenzuela

President of MECHA, 1974 - 75

Hector Chavarria

Members of Basketball Team

Arthur Morrow
Herman Brown
Wesley Jacques

Members of Baseball Team

David Naterra
Louie Montelongo

Representatives Elected by Students to Advisory Committee

Hector Alvarado
Yolanda Carranza

Student Attitude Toward the Program

Any program which gives individual attention will be able to elicit statements of gratitude from students. Group discussion was conducted both semesters this year to obtain criticisms, both positive and negative, about the program's attempts.

In late November Mrs. Schwarzblatt conducted small group sessions (six to ten students each) with thirty-eight of the students in the program. Below are portions of her written summaries of one or more of the sessions.

1. Does the program help?

   The general feeling was that the program is helping them, for several reasons. They don't have to pay, courses are a little easier and they receive help in some classes that are difficult.

   According to their opinion, they like the program for several reasons. It helps them to organize their schedule of classes so they won't take courses they don't need. They feel they receive help in deciding their major. They like the field trips very much. What I think is very important is that they say that we seem to care more about them, and that really makes them continue studying instead of dropping out from school.

2. Should the tutors be paid for their work? Are they helpful?

   They think that the tutors should be paid because they are useful. This is especially true before a test or when a student misses a class.

   About the tutors they think the idea is good and when they can get them they are useful. But the general consensus was that usually they don't use them because the hours are inappropriate for them and they never can come to the sessions. They don't want to have the tutoring sessions in the afternoons.

   They like the tutoring system and they agreed on that they should be paid, especially the History and science tutors which they consider all good. The other tutors instead are bad because they aren't able to explain in a way they can understand.

3. What do you think about the quality of the teaching in the program?

   About the quality of the teaching they consider one teacher bad because even though he knows what he teaches he can't communicate his knowledge to them. All the others were considered good, but added that one has a bad temper and another goes too fast. Sometimes the teachers suggest to use tutors or go to the library, but they don't want to be interrupted in the middle of class for questions and at the end of the hour the students have forgotten their doubts.

   They said that one teacher is good, and that he has improved very much. He doesn't speak so fast now, he looks at the students and he writes on the blackboard, which helps them in taking notes.

4. What is the job of the program counselor?

   The counselor's job is to keep students interested in school so they will not drop out, make sure everybody is doing his work and not getting too far behind. Besides that they said that it is up to the student to go for help when they feel they need it.

In early May the advisory committee invited ten students (four sophomores and six freshmen) to answer questions about the program. The comments reproduced below were transcribed from a videotape of the discussion.

1. Is there a stigma attached to being in the program? Are you considered different from other students?

   "There is a lot of inter-mixing between the developmental students and the regular campus students. I consider myself a regular campus student."

   Ignacio Ibarra

   "There is no difference except that some of us are taking the program."

   Jaime Legarreta

   "My freshmen year there were not too many developmental students and yet I would be on the campus and I would receive more help and I did better as a student. But with the students there was no difference whether I was a developmental student or not. We got along the same; if fact, most of my friends weren't in the Developmental Program. I got along with them very well; we never brought it up that I was a developmental student."

   Mike Barraza

2. Were the developmental classes easier than other classes you took on campus?

"History class is the hardest class I ever had. I had to do more studying and I needed more help than in any other class."

Ana Louisa Romero

"We had a class that had some developmental students and some weren't. The students that weren't in the Developmental Program had to work harder to get through the history class. Last year we had Mrs. Holiman. She taught us how to take notes. That was one thing that I never knew how to do was take notes. She helped us how to take notes and how to study. For the class another thing is that we had more regular tests and the other students only had a mid-term and a final. If we failed one test we might make it up with another one. No one test determined our whole grade."

Mike Barraza

3. How did developmental classes help you with your other classes?

"We had to take a speech class. That is one thing that really helped me a lot because being in high school I didn't talk. I didn't answer unless they picked on me. Otherwise I would not volunteer. Well you know that if somebody tells you to take a speech class, if you are a shy person you are not going to take it. But if the program demands that you take it, then they will go ahead and do it. I'm glad it was required."

Norma Mason

"I feel like I got the jump on a lot of students because in Biology this semester they started out with 25 students; now there is only 6 or 7. They just couldn't hack it. Most of them don't know how to take notes and study."

Art Love

"The tutors go to classes take notes in the class and if your notes aren't too good they show you how and why your notes aren't too good."

Joe Lopez

4. What would you criticize about the program?

"Change the name. It sounds like 1C for dummies in first grade."

Mike Barraza

"Improve the math program. Too many kids dropped the class."

Joe Pintor

"Tell the history teacher not to look at the back wall when he talks."

Jaime Legarreta

5. What do you think about the program in general?

"You don't have to go for help; it comes to you."

Mike Barraza

"The Developmental Program is not a dummy program. A lot of times in high school when you come up from the elementary and junior high grades you come up with a reputation. Teachers don't like to admit it, but they do pass the word. You get to high school and your reputation has come with you. He's slow, he's lazy, needs remedial work or something like that. So these teachers say well I'll work with him in my spare time. The trouble is that they never have spare time to work with the student so you go all through high school and you really never had a chance. You even start to believe you're a dummy. This is the thing about the Developmental Program. You are **not** going to get a C just because your in the Developmental Program. This is the thing that I like to emphasize; there is going to be work involved. The program is there to make sure you have everything you need available to you in order to help you to make that grade of C or better. That is what sold me is that it is not a dummy course."

Ignacio Ibarra

"You got to know that someone's backing you up in case you want to drop. Someone wants you to stay in school."

Hector Alvarado

Consultants

This year two consultants assisted the program staff. The first was Dr. Cecilio Orozco who visited the campus on November 14. He made suggestions about adopting the bilingual model as a basis for the Developmental Program, since many students come from Spanish language backgrounds. His suggestions have been incorporated into the Fall, 1974, schedule in three ways: (1) the establishment of a Spanish language class for native speakers, (2) a bilingual speech class which will develop both languages, and (3) a psychology class taught in Spanish and English. (The later point will not be implemented unless a bilingual teacher is hired this summer.)

Dr. Barber visited the campus on January 7 and 8 and met with staff in PREP (a precollege program for Army personnel) as well as the Developmental Program. His suggestions about analysis of the program function are incorporated beginning on p. 15. He encouraged the staff to accept the responsibility to change the self-concept of the students; this discussion was at least partially responsible for Dr. Godbey's comments to program staff when he evaluated the program in March. He stated the staff had a highly modivated attitude toward developmental students and the program. Also this was the first workshop attended by teachers and paraprofessionals and provided an opportunity for more intensive discussion than in previous staff meetings.

Following are excerpts from the weitten reports of the two consultants.

A Bilingual Model for the Developmental Program

Cecilio Orozco

The native bilingual student (Spanish/English) which appears in large numbers in the Developmental Program also needs to be served through Spanish in order to build literacy skills in Spanish as well as to develop facility in English. To this end I recommended that a capable bilingual teacher from their community be utilized and that this teacher be also used as a counselor.

The approach to the program should be through a bilingual model which develops not only the English facility for these students but also their potential in a language which they have already internalized. To facilitate your interpretation of what I said in this matter I an enclosing a brief description of my ideas as I presented them to the U.S. Senate recently. (A portion of the testimony follows.)

An initial bilingual program needs, of course, to take into consideration its population. Many quantitative differences in the subject matter taught exclusively in English (SmE), the subject matter taught exclusively in the native language (SmX) of the children, as well as the initial mixture (SmEX) must be considered. It is to be noted that the SmE as well as the SmX are an essential part of an initial program, as it is these units that must show not only quantitative but also qualitative increases. Although these models do not include specifics in subject matter, it is to be noted that the relevance of the Fine Arts of the native language as well as the History and Social Studies would be included in that model's SmX or SmEX.

Graphically:

The School Day

E L *A	SmE	SmEX	SmX	X L *A

Figure 3A

An initial bilingual program for a bilingual with limited-English ability but with high bilingual potential because of community, home, family, etc.

*XLA and ELA are to be specifically designed for the particular linguistic groups.

The School Day

E L *A	SmE	SmX	X L *A

Figure 3B

An initial bilingual program for an other-than-English monolingual.

*Note that ELA again is specifically designed for the target groups.

The School Day

E L A	SmE	SmX	X L *A

Figure 3C

An initial bilingual program for the monolingual English speaker.

*XLA is specifically designed for the groups and the community in which they live.

The aforementioned initial programs are not mutually exclusive. New trends in methodology, classroom management, as well as good teacher-preparation program (which this paper proposes further on), permit the simultaneous operation of the three aforementioned models with the refinements necessary so as not to exclude variations within each group.

The aforementioned models are inital and should lead to a bilingual model where instruction for all groups grows into a bilingual day. Language Arts ceases to be "specifically for X group", particular subject matter instruction in any one language (on a long-period basis) becomes a teacher-pupil choice. Graphically:

The School Day

E L A	SmE	SmX	X L A

Figure 4

A bilingual program in its advanced stages. Note that SmEX has been eliminated. ELA and XLA units prepare the children for the SmE and SmX units. It is to be noted also that SmE and SmX may reenforce each other but do not duplicate learning.

Systems Analysis of Student Needs

Louis Barber

The overall evaluation (from the presenter's view), is that, in general, the workshop met most of the objectives. However, we may have given a disproportionate amount of time and energy to development of Points 1, 2 and 3, all dealing with needs assessments and systematic planning. [The workshop objectives were as follows:]

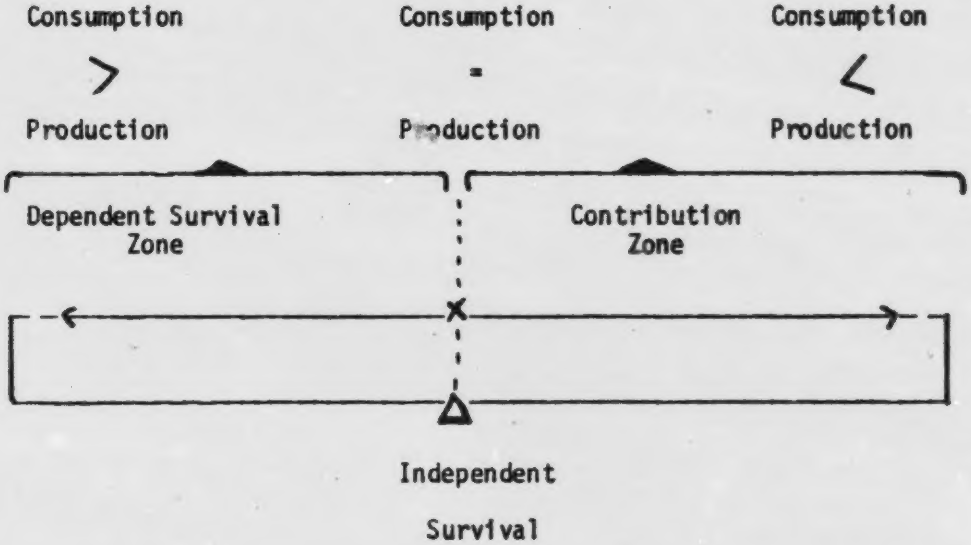
1. To provide the participants with a systematic method of developing an educational program (Planning based upon need.)
2. To provide participants with methods of building programs on needs.
3. To provide the participants with information concerning the use of system analysis as a tool for integrating a variety of educational and psychological methods (selecting alternatives).
4. To provide the participants with information in each of the following:
    - 4.1 Success vs. failure in educational motivation.
    - 4.2 The self concept as a factor in education.
    - 4.3 Valuing process as a factor in education.
    - 4.4 Behavior modification as a factor in education.

The first day, January 7, possibly should have been restructured as the second day workshop. The film, "Future Shock," apparently proved a good motivational basis for dealing with planning based upon need, but, unfortunately, we were unable to maximize the use of the film due to our adjournment at 3 p.m. rather than as we had planned for 4 p.m.

The detail work on needs assessment also appeared to frustrate the workshop participants during the first day. Hopefully, the detail development of a program (as a model) foreign to all of the participants, helped clarify the use of a needs assessment prior to the implementation of solutions.

From my perspective, the most successful part of the workshop occurred during the time we worked as individual groups, (Prep and Developmental). Here we were able to deal more with techniques and methodology which could be directly applied to the individual instructors' classes. Basis for the discussion was an assessment of student independence.

Symbols: > = Greater Than
< = Less Than


Consumption
>
Production
Consumption
=
Production
Consumption
<
Production
Dependent Survival Zone
Contribution Zone
Independent
Survival

Utility Continium

After Kaufman
1972

I feel we should have devoted more time to the objectives concerning Point 4, The Self-Concept, Success vs. Failure, Valuing and Behavior Modifications.

From my observation, I have formulated a few comments that require sharing:

1. The personnel of both groups, (Prep and Developmental), are basically positive towards their program and, in general, have sound ideas about the purpose of their program.

2. There are a few exceptions to this generalization which I feel require resolution. That is, although a small number of staff members provide token support and, to some degree, give lip service to the primary goals, they appear to be in opposition to these goals. These few individuals can create (and I suspect are creating) more problems for the program than they are providing in the form of support. Basically, I am not suggesting that everyone has to hold the same philosophy, but rather, that all particpants need to accept the overall goals of the program (particularly in the Developmental Program). Without this consensus of the basic goals, the dissenter will destroy the overall purpose and the goals will not be reached, regardless of how hard most of the instructors work. The primary problem caused by this philosophical gap is the frustration of the students involved and, eventually, their withdrawal from the program.

3. I would like to encourage more attendance by members of the Administrative staff, Board members, students and community members at future workshops for these programs. I really feel that a workshop or meeting or some block of time needs to be set aside for the concerned individuals of all these groups to meet and clarify the purpose of these special programs. After this, "Values" needs to be clarified and established as priorities and goals need to be created and a consensus as to these priorities finalized.

Conclusions:

1. The Workshop was moderately successful if compared to the Workshop conducted by myself in the Spring of 1973.

2. The Workshop of 1973 appeared to be very successful. However, the carry-over from that Workshop was greatest with both Program Directors, but was not as evident with instructors in the Programs. This is probably the result of having several new staff members.

3. We tried to cover too much in two days; perhaps the college should provide some training in these Program on an ongoing basis, eg. every other week.

Advisory Committee

Therman Healy

During the fall an advisory committee was formed to work with the coordinator of the Developmental Program. One of the reasons for this committee was to try and get broader involvement and understanding by faculty not teaching in the program. An attempt was made to enlist faculty for the committee who represented as many different departments on campus.

The objectives of the committee were:

1. To evaluate retention of developmental students.
2. To evaluate content of developmental classes.
3. To find the structure to integrate developmental techniques into occupational programs.
4. To determine whether or not new courses are needed to meet the needs of developmental students.
5. To encourage a campus wide system of dignosis for math, reading and writing skills.
6. To make recommendations about staff and scheduling for the program in 1974-75.
7. To make other teachers aware of methods and structure of the program.

Some progress was made in these areas, except objective five. The committee spent much of its time learning about the program for themselves. The committee evaluated the preliminary proposal for next year and suggested changes. Two concrete suggestions have been carried out because of the committee's work. During the first meeting committee members suggested more career education be given to developmental students. The results of this suggestion are described in the section on career counselling, beginning on page 55. Also Lee Oppenheim, the committee representative from aviation, is working to institute a summer reading course for aviation students who will begin study in July and August.

Next year the committee will be composed of the same faculty members with the addition of four students. Two students will be chosen from the 73-74 program and two from the 74-75. Discussion about expanding the group to include members of the community and public school counselors will be presented at the fall meeting. To this point contacts with counselors have been on a one-to-one basis; however, an informal meeting with Douglas counselor was held during Dr. Godbey's visit, and those who attented encouraged more such meetings. More community involvement would facilitate recruiting students, especially those with a strong distrust of the educational system.

Evaluation by Dr. Edsel Godbey

Dr. Godbey, Director of the Education Improvement Program for the Southern Association of Colleges and Schools, visited the program on March 26-27 and met with the president and the deans, program staff, tutors, freshmen and sophomore students, Student Affairs staff, advisory committee, and counselors in the Douglas Public Schools. His questions and comments were encouraging and helpful. His written report to Dr. Edwards has not been made available to program staff or the advisory committee.

APPENDIX A

The following statistical information is to be computer processed in July; Student Affairs will issue a separate report of results.

High School GPA	Rank in high school class	Nelson-Denny Pre	Nelson-Denny Post	IRI Pre	IRI Post	College GPA Fall, 1972	College GPA Spring, 1973	College GPA Fall, 1973	College GPA Spring, 1974	Total Units Completed	Ethnic background	Hours student works per week
2.47	129/282	9.7	12.1			3.133	3.354	3.325	3.466	66	Chicano	20
	67/190	8.2	10.3			3.000	2.708	3.000	2.750	63	Cauca.	20
1.43	267/282	8.8	11.1			2.000	2.055		2.727	49	Chicano	
2.24	153/282	11.3	10.2			3.181	2.375	2.357	2.600	62	Chicano	35
2.12	119/140	11.9	12.9			1.250	1.142	UofA	UofA	33	Chicano	20
1.71	233/282	8.8	10.6			2.666	1.916	1.692	1.909	53	Chicano	
Drop Out		14.0	NT			0.000				2	Cauca.	
1.55	253/282	9.5	13.1			1.866	2.352	3.375	2.538	66	Chicano	20
2.45	132/282	11.4	13.4			2.866	2.750	2.500	3.000	63	Chicano	20
2.07	185/282	12.9	11.7			1.857	0.000	UofA	UofA		Cauca.	
2.05	188/282	13.1	NT			0.000				6	Chicano	
1.69	236/282	12.4	12.7			2.714	0.000	3.125	1.529	41	Chicano	
1.95	233/379	10.3	10.0			2.333	4.000			12	Chicano	
1.60	NA	8.8	NT			3.000				6	Black	
1.95	233/379	10.6	8.8			1.916	1.857	2.000	2.041	62	Cauca.	20
1.81	219/282	11.4	11.0			2.090	2.750			24	Chicano	
2.20	78/207	10.0	14+			2.500	0.000		0.000	17	Cauca.	25
1.70	235/282	11.4	12.6			0.900	0.750	0.000	0.000	21	Chicano	20
1.22	152/207	NT	NT			3.000				3	Cauca.	
1.75	152/207	8.2	NA			Withdrew					Chicano	
2.43	133/282	11.4	14+			3.166	1.500	2.636	2.187	56	Chicano	20
1.20	217/282	9.5	14+			3.000	2.153	0.000		30	Chicano	
GED		11.1	NA				1.545	1.000		42	Chicano	20
Drop Out		7.9	11.5			1.900	1.428		0.000	22	Chicano	
1.95	217/282	10.3	13.4			2.714	2.000	3.000	0.000	27	Chicano	20
1.72	194/212	9.5	13.7			2.285	Pima College				Chicano	
1.95	155/207	13.9	13.2			2.000	2.444	1.687	2.222	64	Cauca.	15
1.81	286/355	9.7	9.6			2.181	1.416	2.166	2.272	51	Black	
2.46	165/286	8.2	NT			2.000				11	Cauca.	
2.25	11/21	9.2	10.2			2.500	2.722	2.000		18	Cauca.	15
2.68	207/282	9.2	11.1			2.500	2.166	1.846	1.800	48	Indian	
1.77	122/207	10.7	11.1			2.714	2.000		2.071	14	Chicano	
1.78	122/207	7.6	NT			0.000				0	Black	30
1.78	223/282	9.0	10.6			3.000	1.625	Central		60	Chicano	
2.76	83/282	10.9	14+			3.142	3.052	2.625	3.666	63	Chicano	15
1.96	199/282	9.5	14+			2.300	2.000	3.000	2.153	40	Chicano	
1.43	77/162	9.5	10.9			1.923	1.214	Pima College			Chicano	
NA		9.3	14+				2.444	2.444	1.666	51	Chicano	20
1.56	133/207	9.7	14+			2.500	1.500	0.000		18	Cauca.	
1.30	226/234	11.4	NA				0.000			17	Chicano	
1.33	280/288	10.4	NA			3.272	0.800	1.750	0.750	54	Chicano	15

Number in Family	Family Income	Financial Aid Award per year	Number of college students in family	Career Preference	Graduated from Cochise	Continuing higher education next year*
6	11,000	400	0	Secretarial	1974	2
5	10,000		0	Business	1974	NAU
4	3,000	1600	1	Police Science		Pima
6	6,840		1	Social Science	1974	UA
NA	8,000		1	Humanities		UA
6	12,000		0	Science		Cochise
4	20,000		0	Undecided		5
5	5,000		1	Business	1974	ASU
7	15,000	800	0	Secretarial	1974	1
4	3,000	960	0	Undecided		UA
6	6,000		0	Undecided		5
4	2,000	260	1	Social Science		ASU
8	2,500	1420	0	Undecided		5
NA				Undecided		1
5	10,000		0	Social Science	1974	NAU
11	4,019	160	1	Humanities		2
4	8,000	115	0	Business		Cochise
5	5,000		1	Business		1
NA				Undecided		1
6	3,000		0	Undecided		7
6	2,944	950	0	Nursing		Cochise
4	10,000	810	0	Undecided		Cochise
6	4,000	GI	0	Business		1
8	2,000	200	0	Undecided		5
	6,000		0	Social Science		1
8	3,000	680	0	Education		Pima
5	5,000		1	Social Science	1974	NAU
5	5,000	1160	0	Education		Calif.
NA				Undecided		1
5	10.000		0	Aviation		1
	2,500	1400	0	Education		NAU
5	6,000	400	0	Social Science		Pima
8	5,000		1	Undecided		1
5	10,000		0	Automative	1974	1
6	4,000	1300	0	Police Science	1974	NAU
5	8,000		0	Social Science		NAU
6	7,000	1390	0	Undecided		1
4	5,000		0	Science		Cochise
5	10,000		0	Social Science		1
NA		GI		Undecided		4
9	3,000	1300	0	Secretarial		Cochise

*Student plans if not returning to school:

1) full time employment
2) marriage
3) babysitting problems
4) arrest
5) lack of motivation
6) family moved
7) armed services
8) out of country tuition prohibitive

		Nelson-Denny		IRI		College GPA						
High School GPA	Rank in high school class	Pre	Post	Pre	Post	Fall, 1972	Spring, 1973	Fall, 1973	Spring, 1974	Total Units Completed	Ethnic background	Hours student works per week
1.64	241/282	9.7	8.7			2.000	2.636	1.750	1.473	58	Chicano	15
1.41	274/288	8.2	8.4			2.000	3.727		3.571	67	Chicano	
2.14	92/207	10.0	NT			Withdrew					Cauca.	
1.03	159/207	9.6	12.3			2.153	2.333	1.357	2.500	65	Indian	
1.89	208/284	11.3	13.6			2.555	2.277	1.285	4.000	57	Chicano	20
1.71	233/282	NT					2.000			6	Chicano	20
2.98	63/282	9.6	13.9			3.133				20	Chicano	15
1.67	235/288	NT				0.000				3	Chicano	
2.57	114/282		8.4			2.181				16	Chicano	
Secundaria		NT	14+				2.421	2.307	2.588	49	Chicano	
1.94	105/207	9.9	9.9			2.666	1.875	2.153	3.000	60	Cauca.	20
1.80	246/302	8.8		7	9			2.409	2.850	42	Chicano	20
2.08	61/81	8.8	7.6	6	9			2.421	2.000	34	Chicano	15
2.10	199/302	7.9	9.4	5	7			2.812	2.642	30	Chicano	
Drop Out				7				Withdrew			Chicano	
1.74	259/302	9.9						2.00	2.000	24	Chicano	30
3.07	55/302	12.1	12.0	8	10+			3.80	3.647	32	Chicano	
2.52		9.9	10.6					3.22		9	Chicano	15
		7.9		6					0.400	5	Cauca.	
.824	133/174	7	8.7					1.44	0.000	9	Cauca.	25
2.02	274/332	9.6		8				1.00	1.937	23	Black	
		11.1	11.7	8	10			2.80	3.466	30	Chicano	25
Secundaria		9.3	13.1	8	7			2.46	2.857	36	Chicano	
GED		9.0	11.5					2.4	Mesa		Chicano	
Drop Out		8.9							0.000	9	Chicano	
Drop Out			9.5					1.58	1.266	27	Chicano	
1.61	74/81	12.6	11.9					2.00	2.333	23	Cauca.	15
Drop Out		7.4	0	7					2.000	5	Chicano	
GED		14.1	13.3	10+	10			2.58	1.000	21	Chicano	15
1.79	250/302	9.3		6					1.727	11	Chicano	
1.59	274/302	9.0						0.00		0	Chicano	30
Secundaria		10.2		6				3.50	2.800	21	Chicano	
2.39	151/302	10.9	14.4	8	9			3.00	2.571	30	Chicano	
2.05	212/302	9.7	7.9	8	8			2.07	2.111	28	Chicano	15
Drop Out		7.5		4				2.00		5	Chicano	
2.99	9/21	11.1		7	8			3.25	2.866	31	Cauca.	
1.65	73/81	7.4	9.3	6	6			1.77	1.700	19	Cauca.	
1.30	275/282	9.3	11.9	4	7			2.00	2.416	28	Chicano	
2.07	206/302	8.8	12.3	5	7			2.61	2.937	37	Chicano	20
NA	NA	NA	NA	NA	NA			NA	2.500	6	Chicano	
2.93	74/302	10.9	11.4	7	10+			2.81	2.933	31	Chicano	
2.49	125/302	7.9	8.8		5			1.70	1.300	20	Chicano	25

*Student plans if not returning to school:

1) full time employment
2) marriage
3) babysitting problems
4) arrest
5) lack of motivation
6) family moved
7) armed services
8) out of country tuition prohibitive

Number in Family	Family Income	Financial Aid Award per year	Number of college students in family	Career Preference	Graduated from Cochise	Continuing higher education next year*
11	8,000		1	Education		Cochise
4	4,000		0	Education		1
NA				Police Science		1
3	6,000		0	Police Science	1974	1
11	7,000		1	Education		Cochise
7	9,000		0	Undecided		2
8		75	0	Undecided		1
6	6,000	GI	0	Undecided		7
8	6,000	730	2	Undecided		8
8	6,000		2	Secretarial		Cochise
3	1,650	1000	1	Secretarial	1974	1
9	7,200	612	0	Business		Cochise
7	6,882	1750	0	Humanities		Cochise
6	4,000	160	0	Nursing		Cochise
8	2,000	80	0	Undecided		3
5	10,000	160	0	Police Science		Cochise
8	11,692	310	1	Secretarial		Cochise
5	12,000		0	Undecided		1
6	6,000	80	0	Undecided		5
4	8,000	160	0	Police Science		1
9	4,800	500	3	Education		UA
10	8,145	1635	1	Education		Cochise
8	2,000	160	0	Social Science		Cochise
7	3,000	750	0	Humanities		Mesa
4	2,000	80	1	Undecided		5
5	2,763	400	0	Nursing		Cochise
7	2,000	1300	0	Police Science		Cochise
6	2,000	GI	0	Police Science		1
11	4,019	1755	1	Law		2
9	3,000	80	1	Secretarial		Cochise
	8,000	80	0	Undecided		7
6	6,000	105	0	Undecided		8
8	5,000	160	0	Nursing		Cochise
13	10,613	710	0	Electronics		Cochise
7	2,400	1602	0	Undecided		Cochise
7	1,700	1067	0	Forestry		Cochise
7	5,200	1825	1	Undecided		Cochise
2	1,284	1421	0	Nursing		COchise
8	4,000	999	0	Social Science		Cochise
4	10,000	80	1	Humanities		Cochise
3	5,154	560	0	Nursing		Cochise
5	12,000	160	1	Secretarial		Cochise

		Nelson-Denny		IRI		College GPA						
High School GPA	Rank in high school class	Pre	Post	Pre	Post	Fall, 1972	Spring, 1973	Fall, 1973	Spring, 1974	Total Units Completed	Ethnic Background	Hours student works per week
2.48	103/245	10.0	14+	7	10			3.14	3.000	32	Cauca.	
1.95	224/231	9.9						1.66	1.333	18	Cauca.	
2.24	178/302	8.8	10.6	7	8			2.66	2.230	25	Cauca.	
1.97	63/81	14+		10	10+			2.62	2.750	28	Chicano	
1.67	112/174	9.7	8.7	9	8			2.00	2.500	20	Cauca.	10
Secundaria		8.8	12.6	6	7			2.00	2.600	26	Chicano	16
1.97	13/15	10.4	12.5	8				1.73	1.666	30	Chicano	
Drop Out		9.9						Withdrew			Cauca.	20
3.53	4/21	12.6		10	10+			3.81	3.733	31	Cauca.	
1.81	245/302	7.5						Withdrew			Chicano	
1.82	68/81	9.7		6	10			2.64	2.166	34	Chicano	
Secundaria		6.7	7.6	6	8			2.35	3.000	28	Chicano	
		8.7		8					2.615	13	Chicano	20
1.42	23/41		11.7	8	8			2.15	2.105	34	Chicano	15
2.74	45/174	8.8	10.3	9	8			2.91	2.800	27	Black	
1.55	253/282	12.4	9.6					2.62	Withdrew	8	Chicano	
1.79	250/302	12.2						Withdrew		3	Chicano	20
1.62	270/320				8			1.12	0.000	19	Chicano	20
2.36		7.9	13.7	9				2.00	2.400	15	Indian	
Drop Out		8.9						Withdrew			Chicano	
Secundaria		5.6	7.6					2.46		13	Chicano	15
GED		14.1	14+	10+	10+			2.75	2.200	25	Chicano	
1.83	67/81	7.4	7.6	6	7			2.15	1.692	26	Black	
2.37	168/332	10		7				1.80	2.333	24	Chicano	15
Exchange student from Columbia									4.000	4		
2.09	204/302	9.4	7.6	8				3.00	3.000	33	Chicano	20
1.55	271/286	14+						0.14	0.000	14	Black	
1.44	123/174	9.0	9.1					1.52	0.000	11	Cauca.	20
1.45	266/282	11.0	11.2					1.66		9	Chicano	20
Drop Out		9.8						Withdrew			Cauca.	
2.00	275/332	10.9	12.1	10	9			2.38	2.500	27	Cauca.	
1.91	95/174	13.9		10	10+			2.86	3.058	32	Cauca.	
1.32	134/207	9.2	10.5					2.22	Withdrew	12	Cauca.	30
	21/30	10.6	10.4					2.00		8	Cauca.	10
GED					10+	1.16	1.27		3.846	25	Chicano	
2.50	13/21	8.8	10.3	6	8			1.61	1.785	32	Chicano	20
	8/45	7.9	8.7	6	7			1.14	1.714	21	Indian	10
1.74	70/81	13.7		8					2.650	20	Chicano	
1.97	219/302	9.9	9.4		7			2.57	2.684	39	Chicano	25
1.93	195/281	8.7		6					2.437	16	Chicano	10
1.47	122/174	8.8	14+	6	7			2.00	2.562	35	Chicano	15
Secundaria		6 .7	8.7	7	8			2.99	2.318	39	Chicano	10

Number in Family	Family Income	Financial Aid Award per year	Number of college students in family	Career Preference	Graduated from Cochise	Continuing higher education next year*
5	4,110	1160	0	Zoology		Calif.
6	25,000	160	1	Police Science		Cochise
6	8,000	160	3	Undecided		6
4	7,800	1200	1	Social Science		Cochise
4	12,422	160	0	Business		Cochise
11	4,800	160	0	Social Science		Cochise
5	15,000	282	1	Social Science		Cochise
4	2,000	80	0	Business		1
4	8,340	838	0	Agriculture		Cochise
	4,000	80	0	Undecided		5
7	3,060	1850	0	Humanities		Cochise
3	5,000	160	0	Secretarial		Cochise
11	7,000	80	0	Education		Cochise
11	7,000	1555	0	Law		Cochise
8	5,000	160	1	Nursing		Cochise
3	3,000	160	1	Secretarial		3
5	3,000	80	0	Secretarial		3
3	10,000	80	0	Drafting		Cochise
11	2,500	1220	0	Undecided		Cochise
3	6,000	80	0	Secretarial		3
6	6,000	80	2	Science		2
5	13,000	160	0	Law		Cochise
5	9,184	1511	0	Undecided		UA
8	8,473	220	0	Police Science		Cochise
NA		25				6
10	7,000	160	0	Police Science		Cochise
4	4,000	160	0	Undecided		5
5	8,000	80	0	Drafting		1
5	4,000	280	1	Undecided		1
5	10,000	80	0	Undecided		7
4	10,000	160	0	Police Science		Cochise
3	9,000	160	0	Social Science		Cochise
6	5,000	160	0	Business		1
6	14,400	80	0	Secretarial		2
6	2,000	80	0	Social Science		UA
9	3,600	1703	0	Police Science		Cochise
7	1,500	1700	1	Education		Cochise
6	8,000	925	0	Undecided		Pima
5	8,000	160	0	Police Science		Cochise
8	5,000	300	0	Social Science		Cochise
9	13,172	630	1	Nursing		Cochise
10	6,000	650	0	Secretarial		Cochise

*Student plans if not returning to school:

1) full time employment
2) marriage
3) babysitting problems
4) arrest
5) lack of motivation
6) family moved
7) armed services
8) out of country tuition prohibitive

High School GPA	Rank in high school class	Nelson-Denny		IRI		College GPA				Total Units Completed	Ethnic Background	Hours student works per week
		Pre	Post	Pre	Post	Fall, 1972	Spring, 1973	Fall, 1973	Spring, 1974			
Secundaria		6.7	9.6	6	8			1.90	3.000	25	Chicano	
Secundaria		4.5	6.3					2.66			Chicano	
GED		10.0		8				1.70	3.000	13	Cauca.	
1.58	40/41	7.9	9.4	7	7			1.75	2.250	22	Cauca.	10

*Student plans if not returning to school:
1) full time employment
2) marriage
3) babysitting problems
4) arrest
5) lack of motivation
6) family moved
7) armed services
8) out of country tuition prohibitive

Number in Family	Family Income	Financial Aid Award per year	Number of college students in family	Career Preference	Graduated from Cochise	Continuing higher education next year*
6	5,800	160	0	Secretarial		Cochise
8	6,000	80	2	Secretarial		8
5	18,960	160	1	Social Science		Cochise
2	1,200	1000	0	Undecided		Cochise

APPENDIX B

Appendix B

Budget Information

Expenditures Paid by Federal Grant

Salaries (Coordinator, Secretaries, Counselor, Reading Instructor, Instructors)		47,232.00	
Fringe Benefits at 18%		8,501.76	
Paraprofessional Tutors/recruiters		3,088.00	
Postage - Telephone		350.00	
Travel			
Per Diem		2,318.00	
Mileage		1,518.00	
Supplies			
Curriculum Materials		2,257.00	
Videotape, Film		1,777.00	
Office Supplies		306.00	
Curriculum Development, Summer 1974		1,600.00	
Capital Outlay (audiovisual equipment)		2,500.00	
	Total	81,447.76	
Indirect Costs at 15%		12,217.16	
	Total		93,664.92

Expenditures Paid by College Operating Budget

Fee Waivers		9,213.00
	Total	102,877.92

Cost per student based on above direct expenduitres.
(Not intended to account for general operating expenditures of the college.)

102,877.92 ÷ 77 = 1,336.08

BUDGET FOR INSTRUCTION

CODE	NO. STUDENTS	TOTAL UNITS	FTSE	INCOME*	TEACHER STATUS	SALARY
076	13	39	2.60	$ 1,589	Contract	$1,483
079	14	42	2.80	1,711	Contract	619
080	25	50	3.33	2,035	Contract	649
081	19	38	2.53	1,546	Contract	649
083	14	42	2.80	1,711	Contract	1,058
084	30	90	6.00	3,666	Contract	1,058
085	47	141	9.40	5,743	Contract	1,000
086	14	42	2.80	1,711	Overload	555
072	54	162	10.80	6,599	Contract	3,709
073	39	78	5.20	3,177	Contract	1,298
074	93	279	18.60	11,365	Overload Overload	370 370
075	24	72	4.80	2,933	Parttime	555
076	39	117	7.80	4,766	Parttime	555
TOTAL		1 192	79.46 ÷ by 2 = 39.73	$48 552 ÷ by 2 = $24 276		$13 928

* Average FTSE Value of $611

Total FTSE Generated by Developmental Students 65.58 = $40,068.38

Education for the White Man

In a statement made by a spokesman of the Six Nations in 1744, one of the Indian leaders made the statement that it would be better for the white man to become educated in Indian ways, than to simply make European education available to the Indian youth.

The entire incident and the quotation is seldom published. Here it is:

At Lancaster, Pennslyvania, Commissioner of Indian Affairs Benjamin Franklin signed a treaty with the chiefs of the Six Nations on behalf of the government of Virginia.

During the council he told the chiefs that there existed at Williamsburg, Virginia, a college (William and Many) which had a fund for educating Indian youth.

Franklin said that some of their sons would be welcome there at the Virginia government's expense and would be "instructed in all the learning of the white man."

The chiefs' spokesman responded: "We know you highly esteem such learning and that our youth's maintenance would be very expensive to Virginia. We are convinced, therefore, that you mean to do us good by this proposal. We thank you heartily.

"However, we have had some experience of it. Several of our youth were educated at the colleges of the Northern Provinces.

"They were instructed in all your sciences. But when they came back to us they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger and did not know how to build a shelter, take a deer or survive an enemy.

"They spoke our language imperfectly. Therefore, they were totally good for nothing.

"Although we decline your generous offer, we are anxious to show our gratefulness. If the government of Virginia will send us some of Virginia's sons we will provide their education, instruct them in all we know and make men of them.

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UNIVERSITY OF CALIF.
LOS ANGELES

NOV 4 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES